AN ENGLISH GRAMMAR FOR PUBLIC SCHOOLS

BY
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TORONTO
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1925

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INTRODUCTION

The notion that Grammar can be set aside for loose and untechnical "language lessons" has been shortlived. The newer and sounder doctrine is that a thorough course in Grammar is, after all, indispensable to an elementary education. Practice in speaking and writing English correctly is, of course, an absolute necessity. Much reading of good literature, too, is essential. But high school teachers, as well as business men, insist that students of the 'teen age know at least the rudiments of technical English Grammar.

The avoidance of needless particularities and of technical puzzles, and the constant approach to grammatical formulæ by way of concrete examples, make this text-book, we believe, an effective aid both to the teacher who purposes to impart the essentials of Grammar intelligently and successfully and to the student who desires to know something of his Mother Tongue.

The authors desire to acknowledge indebtedness to the many texts which they have consulted, to various departmental reports, particularly the Newbolt Report on the Teaching of English in England and the publications of the English Association in Britain and of other learned societies in various parts of the English-speaking world, and, finally, to the teachers who kindly examined the text and its exercises whilst it was being prepared and who gave valuable advice regarding both subject-matter and method of presentation.

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CONTENTS

PART ONE—ELEMENTS OF THE SENTENCE

Section		Page
1.	The Sentence	1
2.	Subject and Predicate	4
3.	Object	5
4.	Modifiers	7
5.	The Phrase	11
6.	Complement	13
7.	Analysis of Sentences	15
8.	Place of Subject and Predicate	17
	Review Exercises	19
	Review Questions	22
	Correction of Errors	23

PART TWO—THE PARTS OF SPEECH

Section		Page
1.	Classification	25
2.	The Noun	25
3.	The Verb	27
4.	Words used either as Nouns or Verbs	30
5.	The Pronoun	31
6.	The Adjective	34
7.	The Adverb	38
8.	Adjective and Adverb Phrases	42
9.	The Conjunction	43
10.	The Preposition	46
11.	The Interjection	48
	Review Questions and Exercises	50
	Correction of Errors	52

PART THREE—CLASSIFICATION AND ANALYSIS OF SENTENCES

SECTION		PAGE
1.	Kinds of Sentences	54
2.	The Simple Sentence	54
3.	The Clause	57
4.	The Compound Sentence	58
5.	The Complex Sentence	59
6.	The Adjective Clause	60
7.	The Adverb Clause	62
8.	The Noun Clause	64
9.	A Second Classification of Sentences	67
10.	Clausal Analysis	70
	Review Questions	72
	Review Exercises	73
	Additional Review Exercises	73

PART FOUR—CLASSIFICATION AND INFLECTION

SECTION		PAGE
1.	Classification of Nouns	78
2.	Inflection	80
3.	Inflection of Nouns (1) Number	82
	(2) Gender	85
	(3) Case	87
4.	Apposition	91
5.	Parsing	92
6.	Classification of Pronouns	94
	(1) The Personal Pronouns	95
	(2) The Compound Personal Pronouns	97
	(3) The Relative Pronouns	98
	(4) The Interrogative Pronouns	100
	(5) The Demonstrative Pronouns	101
	(6) The Indefinite Pronouns	102
7.	Inflection of Pronouns	104

(1) The Personal Pronouns 104
First Personal Pronouns 104
Second " " 106
Third " " 108
(2) The Compound Personal Pronouns 110
(3) The Relative Pronouns 111
(4) The Interrogative Pronouns.. 113
(5) The Demonstrative Pronouns 113
(6) Indefinite Pronouns.. 114
8. Parsing of Pronouns. 114
Review of Nouns 116
Review of Pronouns 117
9. Classification of Adjectives 118
10. Inflection of Adjectives 121
11. Parsing of Adjectives 125
12. Classification of Adverbs 127
13. Inflection of Adverbs 129
14. Parsing of Adverbs 130
Review of Adjectives 131
Review of Adverbs 132
15. Classification of Verbs 133
(1) The Notional Verbs 134
Transitive and Intransitive 135
(2) The Copula Verbs 137
(3) The Auxiliary Verbs 137
16. The Principal Parts.. 139
17. The Conjugations 140
18. Inflection of Verbs 141
(1) Voice 141
(2) Mood 143
(3) Tense 146
(4) Person 156
(5) Number 157

19. Uses of Shall and Will 158
20. Parsing of Verbs 159
Review of Verbs 161
21. Certain Verb Forms 162
(1) The Infinitive 162
(2) The Gerund 165
(3) Participles 167
22. Parsing of Infinitives, Gerunds, and Participles .. 170
23. Classification of Conjunctions 172
24. Parsing of Conjunctions 175
25. Prepositions 175
Rules of Syntax 177
APPENDIX A—Punctuation 181
" B—Capitals 185
" C—Some Irregular Forms 186
" D—Old and New Conjugations 191
" E—Conjugation of the Verb "Praise" .. 198
" F—Outline Summaries 208
General Review Tests 215

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PART ONE—ELEMENTS OF THE SENTENCE

SECTION 1.—The Sentence

1. dog has David a

Compare these words with the following:

David has a dog.

These two groups have the same words, yet only the second one expresses a thought. Such a group of words is called a SENTENCE.

2. *Examine the following groups of words:*

a lost Margaret book
reader her was It
play to Boys ball like

These three groups are not sentences. Why?

Let us arrange the words in this way:

Margaret lost a book.
It was her reader.
Boys like to play ball.

Each of them is now a SENTENCE because each expresses a complete thought.

EXERCISE 1

Arrange the words of the following groups into sentences:

1. large a is city Winnipeg
2. red The climbs squirrel tree the
3. Arithmetic The likes boy
4. slowly ground the The fell kite to
5. often ball play We
6. these will ripe like apples You
7. in help Please work this me
8. A time in stitch nine saves

EXERCISE 2

Tell which of the following are sentences and give the reason for calling them so:

1. The ringing of the bell.
2. The boys came yesterday.
3. Our books are new and clean.
4. Behind the pantry door.
5. Your brother's horse.
6. The mice ate the cheese.

7. John is looking for his pen.
8. The noise of the children.

3. *Look at these groups:*

1. at the gate
2. John is a
3. sews the button on the coat

Are these sentences? Why? We can complete them thus:

1. The man is at the gate.
2. John is a good scholar.
3. Jean sews the button on the coat.

Tell why these are now sentences.

EXERCISE 3

Add words to make the following into sentences:

1. The dog.....sheep. 2. The girls..... a large moose. 3. .....called the boy in. 4. The elephant.....a long trunk. 5. We all like..... 6. .....worked very hard. 7. Which of you.....? 8. .....made us happy. 9. Please close the..... 10. The premier of Canada is..... 11. All my friends..... 12. The boys were teasing.....

4. We can now sum up what we have learned by saying:

A Sentence is a group of words expressing a complete thought.

SECTION 2—Subject and Predicate

5. Birds fly.
Boys work.
Stars twinkle.

In these sentences the words "Birds," "Boys," and "Stars" are called SUBJECTS; and the words "fly," "work," and "twinkle" are called PREDICATES.

6. Sentences usually have more than two words. Thus, in the sentence,

"The savage dog barked fiercely," the COMPLETE SUBJECT is "The savage dog," and the COMPLETE PREDICATE is "barked fiercely." The BARE SUBJECT is "dog," and the BARE PREDICATE is "barked."

EXERCISE 4

Form sentences with the following as subjects or parts of subjects: girls, book, desk, trees, snow, snowstorm, flowers, school, donkey, pony, stars, Canada.

EXERCISE 5

Form sentences with the following as predicates or parts of the predicates: run, sews, find, danced, jump, swing, plays, sang, work, sweep.

7. What we have now learned about the Subject and Predicate of a sentence may be expressed in this way:

The Subject is that part of a sentence which names or represents the person or thing about which we make the statement.

The Predicate is that part of a sentence which expresses what is said about the subject.

EXERCISE 6

Divide the following sentences into complete subject and complete predicate as we have done this one:

Tall trees | stood near the road.

1. A large dog lay on the front porch. 2. The bird flew very high. 3. The girl's doll was in the hall. 4. This plan will surely fail. 5. Christmas comes but once a year. 6. The men are cutting the wheat. 7. The storm destroyed many trees. 8. Many loads of wheat came in. 9. The man drove slowly over the bridge. 10. Our cousins went to Vancouver. 11. Deep snow covered the road. 12. The train came into the station. 13. The boys in the garden shouted. 14. The pupils of the school seemed happy. 15. Friends appeared at last with shovels. 16. The girls work very quickly. 17. The neighbors helped gladly in the work. 18. The football captain played well.

SECTION 3—Object

8. John lost.....
Tom broke.....
I saw.....

Do these express complete thoughts?

Compare them with the following:

John lost a ball.
Tom broke a window.
I saw a bird.

The words "ball," "window," and "bird" complete these sentences by telling what John lost, what Tom broke, and what I saw. Such words are called OBJECTS.

It will be sufficient for us now to say:

The Object is that part of a sentence which names or represents the person or thing upon which an action is done.

EXERCISE 7

Underline the objects of the following sentences:

1. The Indian bent his bow. 2. Our men have cut the wheat. 3. Mary baked a cake. 4. The boy caught a fish. 5. The children tasted the grapes. 6. We played circus. 7. The fire destroyed the house. 8. My father bought a radio. 9. The girls found his money. 10. We all ate ice-cream. 11. We saw the boys.

EXERCISE 8

Complete the following sentences by filling in the objects:

1. The girls read..... 2. I once saw..... 3. The trapper caught..... 4. The dogs chased ..... 5. Mother called..... 6. David broke..... 7. The boy made..... 8. He spends..... 9. Santa Claus brought .....

10. The pupils sang..... 11. I like.....
12. Do not touch.....

EXERCISE 9

Fill in the blanks in the following by writing the missing subject, predicate, or object:

1. I.....a book. 2. Boys like.....
3. .....obey the teacher. 4. They caught.....
5. Mother..... .....bread. 6. .....wrote.....
7. .....sing songs. 8. Tom drove..... 9. .....climb trees. 10. We.....papers.

EXERCISE 10

Write six sentences each containing subject, predicate, and object.

SECTION 4—Modifiers

9. *Examine the subjects of the following sentences:*

1. Boys | work.
2. Industrious boys | work.
3. Birds | sing.
4. Little birds | sing.
5. Fish | swim.
6. Large fish | swim.

It will be noticed that in each of sentences 2, 4, and 6 the word added has modified or limited the meaning of the subject as printed in sentences 1, 3, and 5, for

there are fewer "industrious boys" than there are "boys," fewer "little birds" than "birds," and fewer "large fish" than there are "fish".

A word added in this way is called a MODIFIER OF THE SUBJECT. The word modified is called the BARE SUBJECT.

A Modifier is a word which modifies or limits the meaning and application of another word.

EXERCISE 11

Use as many words as possible that will modify or limit the meaning of each of the words **bird, girl, book, horse, man,** *in this way:*

The { happy / good / bad / lazy / sick / sad } boy is here.

EXERCISE 12

Underline the modifiers of the subjects and doubly underline the bare subjects in the following:

1. Many boys were not there. 2. The brave men gained the battle. 3. Strong winds were blowing. 4. The pretty, little girl was singing. 5. The funny animal amused them. 6. A high tower marked the place. 7. A rich man helped the boy. 8. The brave seamen sailed the seas. 9. A large, black horse pulled the load. 10. The handsome, old lady has gone.

10. *Notice the following sentences:*

1. Boys work.
2. Boys work hard.
3. Birds sing.
4. Birds sing sweetly.

In what way do sentences 2 and 4 differ from the others? The words "hard" and "sweetly" are modifiers of "work" and "sing" and are called MODIFIERS OF THE PREDICATE. The word modified is called the BARE PREDICATE.

11. It may be of help to remember that modifiers of the predicate tell *when*, *where*, or *how* an action is done. Thus, He came *yesterday*. (When?). He went *there*. (Where?). They wrote *quickly*. (How?).

EXERCISE 13

Underline the modifiers of the predicates and doubly underline the bare predicates in the following:

1. The men worked steadily. 2. Church bells rang sweetly. 3. Henry speaks clearly and distinctly. 4. The soldiers fought bravely. 5. We all listened patiently. 6. Thunder was heard suddenly. 7. The choir sang very well. 8. The chums played happily together. 9. The girls write very neatly. 10. Isabel has worked earnestly. 11. He has acted very strangely. 12. They ran swiftly and silently.

12. *Notice the following sentences:*

1. I found a book.
2. I found a big book.
3. James had an apple.
4. James had a red apple.

Point out the objects in these sentences.

The words "big" and "red" are modifiers of "book" and "apple" and are called MODIFIERS OF THE OBJECT.

EXERCISE 14

Underline the modifiers of the objects and doubly underline the objects in the following:

1. We found a big, oak tree. 2. The horse hauls a heavy load. 3. Jean has a beautiful dress. 4. They own a large, brick house. 5. Girls gather pretty flowers. 6. Charles reads many good stories. 7. I saw the bright star. 8. Mother has baked a chocolate cake. 9. Tom ran a long race. 10. Father has made a small cart.

EXERCISE 15

Point out the modifiers of the subject, the modifiers of the predicate, and the modifiers of the object in the following:

1. The cross dog frightened the little girl. 2. Tall trees grew there. 3. That man plays tennis well. 4. The black clouds bring fresh showers. 5. The strong wind howled fiercely. 6. A man quickly cut the growing weeds. 7. The little boy bravely faced the angry bull. 8. The brave seamen sailed away quickly. 9. We saw

very clearly the snow-clad hills. 10. The young lad uttered a loud shout. 11. Dr. Manette addressed Mr. Lorry cheerfully. 12. Lazy people take the most pains. 13. The kind, old gentleman quickly released the frightened child. 14. His loud cries frightened the startled audience. 15. All the bells were ringing merrily. 16. The hunter marked that mountain high. 17. The desert gave him visions wild. 18. The dingle's hollow throat prolonged the swelling bugle-note.

SECTION 5—The Phrase

13. *Examine the following sentences:*

1. The large book is mine,
2. The book on the table is mine.
3. They walk there.
4. They walk by the river.

In sentences 1 and 2, the word "book" is modified by "large" and "on the table"; and in sentences 3 and 4, the word "walk" is modified by "there" and "by the river." The groups of words, "on the table" and "by the river," do work similar to that done by the single words, "large" and "there". Such a group of words is called a PHRASE.

14. ***Examine the following:***

1. The ship sailed.
2. At sunrise.
3. The ship sailed at sunrise.

The first and third groups of words are sentences because they express a complete thought. The phrase "at sunrise" is not a sentence because it does not express a complete thought. In sentence 3, the phrase "at sunrise" forms a part of the sentence and adds to or limits the meaning.

15. There is yet another difference between the Sentence and the Phrase: the Sentence has a Subject and a Predicate and the Phrase has neither.

16. All this can be summed up by saying, **A Phrase is a group of words, without subject or predicate, used in a sentence with the force of a single word.**

17. A Phrase may modify the Object as well as the Subject and the Predicate; as:

1. We heard the sound *of guns*.
2. Mary made a bouquet *of flowers*.

"Of guns" is a phrase which modifies the object "sound," and "of flowers" modifies "bouquet".

EXERCISE 16

Give the phrases in the following sentences and tell what they modify:

1. The tree by the path is an oak. 2. The children climbed the fence by the house. 3. The wreck of the

vessel floated in. 4. She listened with patience. 5. A peal of thunder was heard. 6. He looked upon his people. 7. The teams marched into the rink. 8. Icebergs fell into the ocean from Arctic glaciers. 9. I stood on the bridge at midnight. 10. The men with the tools fixed the door with the broken hinges.

SECTION 6—Complement

18. 1. Tom broke the *window.*
2. Mollie ate the *cake.*

In sentence 1, "window" is the object: it receives the action of being broken: and in sentence 2, "cake" is the object: it receives the action of being eaten.

19. 3. Mary is *sick.* 5. It is *I.*
4. John is *tall.* 6. James is *here.*

If "sick," "tall," "I," and "here" are omitted, the sentences are incomplete. Therefore, these words are necessary to *complete* the sense of the sentence. Hence, we use the name COMPLEMENT for such words.

In sentence 3, the Complement "sick" does away with all idea of "healthy or well" Marys and directs our thoughts on a "sick" Mary. Hence, a COMPLEMENT sometimes limits the meaning of the subject.

20. 7. Thou art the *man.*
8. Frank is the *baker.*

In sentences 7 and 8 the complement "man" can change places with "Thou," and "baker" with "Frank". So, we have a third characteristic of the Complement: it may change places with the subject.

21. The uses of the COMPLEMENT, then, may be: 1. to complete the sense of the sentence; 2. to limit the meaning of the subject; and 3. to interchange with the subject.

EXERCISE 17

Underline the complements in the following sentences:

1. He became president. 2. They seemed glad. 3. We were silent. 4. The woman was rich. 5. I have been sick. 6. You are wrong. 7. He will be ready. 8. The man is anxious. 9. She appeared happy.

EXERCISE 18

Fill in the blanks in the following with suitable complements:

1. He is..... 2. She has been..... 3. I am..... 4. He seems..... 5. They will be..... 6. We are..... 7. He has been..... 8. You should be..... 9. The boy was..... 10. My cousin is..... 11. Our friends became..... 12. That woman seemed.....

22. Care must be taken to distinguish between a Complement and an Object. A Complement completes the sense of the sentence and at the same time limits the meaning of the subject; as, He seems *happy*. An Object,

on the other hand, indicates the person or thing receiving the action expressed by the Bare Predicate; as, He struck the *dog*.

EXERCISE 19

Distinguish between the complements and the objects in these sentences:

1. He saw the accident. 2. He was industrious. 3. They are quiet. 4. They have cut the wood. 5. She opened the window. 6. She became queen. 7. The boys were careful. 8. The girls played baseball. 9. The men paddled the canoe. 10. The men are trappers.

SECTION 7—Analysis of Sentences

23. We have now seen that a sentence consists of at least Subject and Predicate. Very short sentences, as, "Birds fly," may have only these two elements. In longer sentences we may have these elements: Bare Subject, Modifiers of the Subject, Bare Predicate, Modifiers of the Predicate, Object, Modifiers of the Object, and Complement. These elements are sometimes called the Detailed Parts of a Sentence. To give a Detailed Analysis of a Sentence means to select in some orderly fashion these elements.

24. A convenient way of analyzing sentences into their detailed parts is to rule a page and write the various parts in the columns to which they belong. Thus:

1. Moses struck the rock.
2. The green meadow was their playground.

	MODIFIERS OF SUBJECT	BARE SUBJECT	BARE PREDICATE	COMPLEMENT	MODIFIERS OF OBJECT	OBJECT	MODIFIERS OF PREDICATE
1.		Moses	struck		the	rock	
2.	The green	meadow	was	their play-ground			
3.	The	sunshine	pours		an airy	flood	
4.	The	man	seemed	friendly			
5.		She	spent		a very pleasant	hour	with the children
6.	The, on the desk	books	were	mine			
7.		They	accepted		his	advice	rather unwillingly
8.	of merriment	Sounds	were heard				most distinctly
9.	The	horse	is drawing		a heavy, of bricks	load	now
10.	A big	dog	bit		my sister's little	boy	yesterday

3. The sunshine pours an airy flood.
4. The man seemed friendly.
5. She spent a very pleasant hour with the children.
6. The books on the desk were mine.
7. They accepted his advice rather unwillingly.
8. Sounds of merriment were heard most distinctly.
9. The horse is now drawing a heavy load of bricks.
10. A big dog bit my sister's little boy yesterday.

EXERCISE 20

In a ruled space give a detailed analysis of the following sentences. Do the work very neatly and as carefully as you can.

1. The servant dusted every room carefully. 2. The firemen threw streams of water on the burning building. 3. John was a clever boy at school. 4. Tom's parrot whistles several tunes correctly. 5. We were alarmed at the noises. 6. The heavy rains beat the ripe barley down. 7. David won several valuable prizes at school. 8. The tall poppies lifted their gay heads proudly. 9. The wind is blowing fiercely. 10. The men in the sleigh drove the horses carefully over the bridge.

SECTION 8—Place of Subject and Predicate

25. In the sentences which we have had so far, the Subject comes before the Predicate and the Object comes after the Predicate, but words are often put out of their

usual order when emphasis is to be laid on some particular part. Thus, when we say, "Two men I honor and no third," we draw more attention to the Object "men" than if we had said, "I honor two men and no third".

26. We are said *to invert* a sentence when we write the words out of their usual order. There are many examples of *inversion* in poetry; as: "Now fades the glimmering landscape on the sight"; "Great is Diana of the Ephesians"; "Your glorious standard launch again".

27. Occasionally, too, we write our sentences without stating the Subject. Thus, "Shut the door," "Write your work neatly," "Come to me". In such cases we usually say that "the Subject is understood".

EXERCISE 21

Give the detailed analysis of the following sentences.

1. Away went Gilpin. 2. Down ran the wine into the road. 3. Then up arose her seven brethren. 4. Read it clearly and distinctly. 5. My friends in the country work hard every day. 6. All the boys in this class did their exercises correctly to-day. 7. Adown the glen rode armed men. 8. In her attic window the staff she set. 9. No falsehood he will tell. 10. Rouse your fainting hearts. 11. The girls of the village are playing ball near the river. 12. Four little blue eggs the mother keeps heated. 13. She seems an intelligent girl. 14. Those little boys are just testing their strength. 15. He soon reached the residential part of the town. 16. They lived in Sidney for several years. 17. At the corner of

the street stood a small store. 18. Next morning the doctor visited the wharf at the foot of his garden. 19. High in the breathless hall the minstrel sate. 20. In the kitchen stove burned a bright fire.

REVIEW EXERCISES

A *Tell the subject and the predicate of each of the following sentences:*

1. The wind is blowing. 2. The girls have been playing. 3. The pupils were studying. 4. Our friends are coming. 5. The snow has fallen. 6. My flowers are blooming. 7. He is jumping. 8. The thief has been caught. 9. His success is assured. 10. The race is being run.

B *Write a suitable predicate for each of the following subjects:*

1. Children.....
2. The sun.....
3. The desk.....
4. My knife.....
5. We.....
6. The tiger.....
7. The fire.....
8. Mary.....
9. Fred.....

C *Write a suitable subject for each of the following predicates:*

1. .....talks.
2. .....swim.
3. .....have been working.
4. .....has been struck.
5. ..... fell.
6. .....has succeeded.
7. .....are singing.
8. ..... is barking.

D *Underline the objects in the following sentences:*

1. We heard a loud noise. 2. Jack has a bicycle. 3. I remember that story. 4. The boys saw the elk. 5. They are studying grammar. 6. The employer has paid the men. 7. Love conquers all. 8. Success will crown his efforts. 9. The people have elected the mayor. 10. The girl found her book. 11. My mother is writing a long letter. 12. Little strokes fell great oaks.

E *Insert in the blank spaces suitable subjects and objects:*

1. ..... has struck .....
2. ..... was playing .....
3. ..... have hurt .....
4. ..... have been making .....
5. ..... like .....
6. ..... are digging .....
7. ..... baked .....
8. ..... were helping .....
9. ..... knows .....
10. ..... obeyed .....
11. ..... have seen .....
12. ..... is admiring .....

F *Write down in parallel columns the modifiers of the subject and of the object in the following sentences:*

1. The melancholy days are come. 2. Charles has made a small wooden box. 3. The house on the hill

was burnt. 4. The wounded soldier's friends have rescued him. 5. We have reached the top of the mountain. 6. The strange news of his lost father roused the anxious boy. 7. He heard the loud barking of the dogs. 8. The boy, hopeful of success, is studying his lesson in geography. 9. The postman comes, the herald of a noisy world. 10. A glass of cold water refreshes the tired traveller, heated by his long walk.

G *Write down the modifiers of the subject, of the object, and of the predicate:*

1. The top of the mountains was covered with trees. 2. The lowing herd winds slowly o'er the lea. 3. The plowman homeward plods his weary way. 4. The mast of the ship was broken by the gale. 5. The new-fallen snow completely covered the earth. 6. The window of the room overhead was suddenly opened. 7. The whole front of the cottage was overrun with a honeysuckle. 8. From the centre of the chamber hung a model of a ship. 9. Last night, the squire told several long stories of early college pranks. 10. A great elm tree spread its broad branches over Van Tassel's house.

H *Give a detailed analysis of:*

1. Loud blows the angry wind. 2. The children in the cottage seem very happy. 3. That night I shall never forget. 4. The Prince of Wales visited Canada last fall. 5. The wheat was badly damaged by rust. 6. Jack studied his lesson carefully. 7. The house on

the hill was destroyed by fire yesterday. 8. The best pupil in our school won several prizes last term. 9. That kind of work is difficult. 10. The little porch was hidden by a screen of yellow roses. 11. The president of the class read aloud a long chapter of Ivanhoe. 12. A sable cloud turns forth her silver lining in the night. 13. That man was a hard worker. 14. The whole class went to the park on Saturday. 15. The girls seemed very studious. 16. Nelson won a great victory at Trafalgar. 17. Then began the terrible march over the Alps. 18. The children will become very happy on Christmas Day. 19. At the head of the procession rode a man on a black horse. 20. Quite unexpectedly we found the owner of the lost dog.

REVIEW QUESTIONS

1. What is a sentence? Write 6 sentences about some objects in the class-room.

2. What is meant by the subject of a sentence? Underline the subjects in the sentences you have just written.

3. What do you mean by the predicate of a sentence? Use the following words as predicates of sentences: ran, saw, strikes, sleeps, make, rushed, fled, flies.

4. What is a modifier of the subject? of the predicate? of the object? Write four modifiers of the subject "boy," the predicate "reads," and the object "story". Example: The small boy soon read the short story.

5. What is meant by a complement ? Write four sentences having complements.

6. What is the meaning of the object of a sentence? Write four sentences containing objects.

7. How does the object differ from the complement?

8. What is meant by inversion? by detailed analysis of a sentence? by elements of a sentence?

9. Give the differences between a phrase and a sentence. Write three examples each of a phrase modifying the subject, the predicate, and the object.

10. Write four sentences about the Christmas Holidays and four about the Summer vacation and analyze in detail each one.

CORRECTION OF ERRORS

Teachers should *drill* pupils in the correction of such common errors as are noted below. The *correct* form should be emphasized.

SAY:	DO NOT SAY:
I did it.	I done it.
Jack did it.	Jack done it.
They did it.	They done it.

SAY:	DO NOT SAY:
I saw them.	I seen them.
Mary saw them.	Mary seen them.
These books are his.	Them books are his.
Those hats are old.	Them hats are old.
I feel well.	I feel good.
He writes well.	He writes good.

SAY:

The size of the apples varies.
There were present a boy and his mother.
There are many reasons for this.
The mayor, as well as the aldermen, has looked into the matter.

SAY:

Was it she?
Some of us fellows went riding.
He gave it to you and me.
They were older than I.
He is as tall as I.

PART TWO—THE PARTS OF SPEECH

SECTION 1—Classification

28. There are many millions of human beings but we can put them all into five classes according to color, as white, yellow, black, brown, and red. In much the same way we can take the many thousands of words in our language and put them into classes according to the way they are used in a sentence. There are *eight* of these classes, and they are called THE PARTS OF SPEECH. Their names are *Noun, Pronoun, Verb, Adjective, Adverb, Preposition, Conjunction,* and *Interjection.* We are now going to study each one.

SECTION 2—The Noun

EXERCISE 22

In the following sentences select all the names of persons:

1. Jack is playing with Tom and Jim. 2. Mary went to Winnipeg, but George and Kate stayed in Dauphin. 3. Mrs. Jones is talking to Mrs. Brown. 4. King James reigned after Queen Elizabeth. 5. Wellington defeated Napoleon. 6. David went from Regina to Saskatoon.

EXERCISE 23

Give the names of:

1. Ten boys; 2. Ten girls; 3. Ten persons whom you know; 4. Ten persons about whom you have read.

EXERCISE 24

In the following sentences select all the names of 1. persons, 2. places:

1. Victor lives at Brandon. 2. Montreal is in Quebec. 3. Mr. Jamison has sailed for Scotland. 4. Moses led the Jews from Egypt to Canaan. 5. The Dutch live in Holland. 6. Bob visited Jack in Calgary and both then went to Edmonton.

EXERCISE 25

Give the names of:

1. Ten countries; 2. Ten places in the West; 3. Ten places about which you have read.

EXERCISE 26

In the following sentences select the names of things:

1. The hawk killed the chickens. 2. Drive the cattle to the barn. 3. An elephant is larger than a lion. 4. The book is on the table. 5. A stone broke the window. 6. Buy some tea, butter, sugar, and bread.

EXERCISE 27

Give the names of:

1. Ten kinds of animals; 2. Ten kinds of birds; 3. Ten kinds of fishes.

29. All these words that we have been using as names are called NOUNS.

A Noun is the name of a person, place, or thing.

EXERCISE 28

Select the nouns in the following sentences:

1. The car is loaded with chairs. 2. Our engine drew a heavy load of wheat. 3. The bottle is full of water. 4. John has three shirts in a trunk. 5. Mary's picture hangs on the wall in the room. 6. Tom walked to Selkirk from Stonewall. 7. The brightness of the sun dazzles the eyes. 8. Robert is fond of music and dancing. 9. Skating is good exercise. 10. My brother teaches me arithmetic. 11. His speech at dinner was a great success. 12. John Gilpin was a citizen of credit and renown.

EXERCISE 29

Write down ten nouns suggested by things you see in the school room. Then put them into sentences.

SECTION 3—The Verb

30. *In the following sentences give the nouns and then give the word that expresses what the person or thing does:*

Jack plays. Fish swim. Tom works. Larks sing. Cats mew. Stars shine.

Such words as "plays," "swim," "works," "sing," "mew," and "shine" are called VERBS. They are the words that express what the person or thing named does.

EXERCISE 30

Select the verbs in the following:

1. Arthur loves his mother. 2. Masons build walls. 3. The girl milks the cow. 4. I hammered the iron. 5. The sexton tolled the bell. 6. Our grocer sells sugar. 7. Children love flowers. 8. The clerk wrote letters. 9. Birds build nests. 10. The engine pulled the long train.

EXERCISE 31

After each of the following nouns use a verb:

1. Flowers; 2. William; 3. Lions; 4. Lightning; 5. The sun; 6. Rivers; 7. The ship; 8. The dog; 9. The tailor; 10. The mower; 11. The carpenter; 12. The baker; 13. Thomas; 14. The sower; 15. The teacher; 16. Mother.

EXERCISE 32

Use a noun before the following verbs:

1. blows; 2. walks; 3. plays; 4. sings; 5. whistled; 6. bark; 7. barks; 8. runs; 9. gallops; 10. flashed; 11. cackle; 12. came; 13. roar; 14. boils; 15. cried; 16. rang.

EXERCISE 33

Fill in verbs to complete the following sentences:

1. Horses.....hay. 2. The dog.....the thief. 3. The banker.....a purse. 4. Edgar .....the ball. 5. The girl.....the lesson.

6. Tailors.....coats. 7. Bakers.....bread. 8. The lady.....a song. 9. The girl..... a rose. 10. The cook.....the meat. 11. The hunter.....a tiger. 12. Farmers.....the ground.

31. The Verb, which may be considered the most important of the parts of speech, may be defined as follows:

A Verb is a word by means of which we make an assertion, ask a question, or give a command.

Thus; 1. The sun *shines* brightly; "shines" is used in asserting what the sun does. 2. *Is* Tom here?; "Is" is used in asking a question as to where Tom is. 3. *Close* the door; "Close" is used in giving a command.

32. Verbs may consist of only *one* word, as: The bird *sings*; The stars *shine* brightly. But we often have sentences where the verb consists of *two or more* words, as: The bird *is singing;* The stars *are shining* brightly; I *shall have finished* my work by noon.

EXERCISE 34

Select the verbs in the following sentences:

1. The dog carried the basket. 2. The soldier was thinking of his home. 3. Tom studied his lessons. 4. The farmer sowed wheat. 5. Run to the store. 6. The girls expect their aunt. 7. The soldier has done his duty. 8. Is the man sick? 9. The lady saw her uncle. 10. The baby has been in the cradle. 11. Our little girl was sick. 12. The preacher had spoken to him.

EXERCISE 35

Rule two columns. In one write the NOUNS *and in the other the* VERBS *of the following:*

1. John broke the window. 2. The mowers are cutting the hay. 3. The dog chased the cat. 4. The rat has eaten the malt. 5. The cow tossed the dog. 6. John has often written letters. 7. The cruel boy struck the horse. 8. The story was not believed. 9. Open the window. 10. The prisoner was cruelly treated. 11. The boys and girls have gone to their homes. 12. Write the words in your books carefully.

SECTION 4—Words used either as Nouns or Verbs

33. Some words may be used either as Nouns or as Verbs. The only way we can decide in any given sentence is to notice how each word is *used*. If it is the *name* of anything it is a NOUN; if it makes an *assertion* it is a VERB. Thus:

Nouns
1. The *irons* are hot.
2. The *talk* was loud.
3. The *steam* rose from the kettle.

Verbs
1. Mary *irons* the clothes.
2. The girls *talk* at recess.
3. The ships *steam* out of the harbour.

EXERCISE 36

Say whether each of the italicized words is a noun or verb, and give the reason:

1. Dogs *bite*. 2. The thief received a bad *bite*. 3. The girls had a pleasant *ride*. 4. The girls *ride* well. 5. Old men *walk* slowly. 6. The *walk* was enjoyable. 7. The *paint* on that fence is wet. 8. They *paint* good pictures. 9. Good boys *work* hard, and good boys like *work*. 10. Children are often so fond of *play* that they *play* all day.

EXERCISE 37

Use each of the following words in two sentences, first as a noun and second as a verb:

1. hit; 2. run; 3. drink; 4. report; 5. guard; 6. act; 7. look; 8. place; 9. paper; 10. pardon; 11. sentence; 12. sail; 13. welcome; 14. winter; 15. praise; 16. watch.

SECTION 5—The Pronoun

34. It would be tiresome and awkward to repeat a Noun again and again when speaking of the same person or thing. It would not sound well to say, for example, "John bought a book; John gave the book to John's sister; and when John gave the book to John's sister, the sister thanked John." Instead, we would say, "John bought a book; *he* gave *it* to *his* sister; and when *he* gave *it* to *her*, *she* thanked *him*."

Words like *he, it, his, her,* and *its,* which are used instead of Nouns and represent things without naming them, are called PRONOUNS.

EXERCISE 38

Where possible use pronouns for the nouns in the following:

1. William has broken William's skate. 2. The boys have lost the boys' ball. 3. Jane has dressed Jane's doll, and the doll looks very pretty. 4. James has three pencils in James's hand; the pencils are James's. 5. The mother will let the mother's children play in the mother's garden awhile; when the children's bed is ready the mother will call the children. 6. The man drove the man's team.

EXERCISE 39

Select the pronouns in the following sentences, and tell for what each is used:

1. Jack has a new watch; he often looks at it. 2. Edith found a pretty flower, and she gave it to her mother. 3. The dogs are well trained; they obey their master when he speaks to them. 4. Jean has gone for some bread; she will be back with it soon. 5. Tom lost his hat but he found it where he least expected it—on a hook.

35. The person speaking does not use his own name every time he refers to himself, but he uses the Pronouns *I, me, my, mine, myself.*

36. When he is speaking of himself and others, he uses the Pronouns *we, us, our, ours, ourselves.*

37. Instead of the name of the person to whom he is speaking, he uses the Pronouns *you, your, yours, yourself, yourselves.* He uses some of these, too, when there are more than one to whom he is speaking. Formerly, *ye, thou, thy, thine,* and *thee* were used quite frequently, and occasionally they are still used.

38. Instead of the names of the persons or things about whom we are speaking we use the Pronouns *it, its, they, them, their, theirs, themselves,* etc.

39. These are the main Pronouns. There are a few others but we shall leave them to be learned later on.

40. A Pronoun is a word that is used instead of a noun.

EXERCISE 40

Select the pronouns in the following:

1. I am going to school. 2. You are a good boy. 3. I met my sister in town. 4. My mother gave me a ball. 5. He hurt himself. 6. We shall soon see our marks. 7. When do your holidays begin? 8. Our parents love us. 9. Nathan said unto David, "Thou art the man". 10. Joe talked about himself. 11. My son, if sinners entice thee, consent thou not. 12. Tell me the book you want and I shall get it for you. 13. Then spake the chief butler unto Pharaoh, saying, "I do remember my faults this day". 14. Pharaoh was wroth with his servants. 15. I saw him do it myself, just as the three of us came in.

EXERCISE 41

Rule a page of your scribbler and write out the nouns, pronouns, and verbs of the following sentences:

1. Silas paused at the hedge before he turned to go into his house. 2. I caught the ball before the baseman even saw it. 3. They had the groceries in the house and called their friends to examine them. 4. The storm destroyed the man's wheat so badly that he said to himself, "How shall I ever pay my bills!" 5. When I first entered upon the world of waters and land disappeared, I looked about me with pleasure and imagined I could gaze forever on these rolling waves.

SECTION 6—The Adjective

41. *Name the modifiers of the subject in the following:*

Tall trees grew in the garden.
Black clouds cross the sky.
Six apples were sold.

You will notice that in these sentences each noun which is used as the subject is modified by a word. This word adds to the meaning of the noun and gives a clearer picture. Thus, "Tall trees" is clearer than "trees," "Black clouds" is more definite than "clouds," and "Six apples" than "apples."

42. Each of these modifiers does more than add to the meaning; each also limits the application of the noun.

"Tall trees" cannot be applied to so many objects as the single word "trees". Similarly, "Black clouds" cannot be applied so widely as "clouds," nor can "Six apples" be used so widely as the word "apples."

43. The name ADJECTIVE is given to such words as "Tall," "Black," and "Six" when they modify nouns.

44. In the three sentences of sub-section 41 the Adjectives modify Nouns used as Subjects. An Adjective may modify a Noun wherever it may be in a sentence.

EXERCISE 42

Point out the adjectives in the following sentences, telling what they modify:

1. Stately houses stand amid tall ancestral trees. 2. Jane is a clever girl. 3. Tom has a large, new book. 4. The black cow was in the large field. 5. Little Edwin loves the sweet flowers. 6. The kind father bought new clothes for the good children. 7. The hot sun will ripen the sour fruit. 8. Fred made big blots on the clean page. 9. The oaken bucket fell into the deep well. 10. The hand has five fingers. 11. The black cat caught seven mice. 12. Forty rods make one furlong. 13. There was much corn in Egypt. 14. I have lost some paper. 15. A long journey lies before us. 16. Many beautiful books lie on the long shelves.

EXERCISE 43

Supply suitable adjectives in the blank spaces:

1. The.....boy had a.....dog. 2. ..... girls should read.....books. 3. .....waves

dashed against the.....ship. 4. The..... boy was crying because his.....sister was lost. 5. Edward is the.....boy to read. 6. This is the .....time I shall warn you. 7. Mr. Jones has..... money than Mr. Brown. 8. The.....wheat is waving in the wind.

45. An Adjective does not always come *before* the Noun to which it belongs.

(*a*) *Note the Adjectives in these sentences:* "Grass is *green,*" "Violets are *blue,*" "The day will be *fine.*" The Adjectives "green," "blue," and "fine" modify the subjects of their sentences and at the same time are Complements of the Verbs.

(*b*) An Adjective may also come *after* its noun as in the following sentences: "My father, *weary* and *tired,* entered the house"; "An iceberg, *tall* as a steeple, came floating by". In these sentences, "weary" and "tired" are Adjectives modifying "father," and "tall" is an Adjective modifying "iceberg."

46. Adjectives may modify Pronouns, as in the following sentences: "He was *honest*"; "I am *weary*"; "They are *happy*". In these sentences, "honest" modifies "He," "weary" modifies "I," and "happy" modifies "They."

EXERCISE 44

Select the adjectives in the following and tell what they modify:

1. He was clever. 2. We shall be late. 2. They are greedy. 4. The man was ill. 5. Roses are red or white. 6. The river was broad and deep. 7. Tom

became famous. 8. The sun was bright. 9. The boy's face was dirty. 10. The oranges are dear. 11. The sea became rough. 12. She seems happy. 13. The children became naughty. 14. Abe and Bill were athletic.

47. The following will be a convenient definition:

An Adjective is a word which modifies a noun or pronoun.

EXERCISE 45

Tell whether the words in italics are nouns or adjectives:

1. He was a *base* man. 2. Show me the *base* of the monument. 3. The cook melted the *fat.* 4. The cook was *fat.* 5. The *savage* was a cannibal. 6. The dog was *savage.* 7. Mary is *kind.* 8. This is a new *kind* of toy. 9. A *last* is used by the shoemaker. 10. Fred is the *last* boy in. 11. The table is made of *pine;* it is a *pine* table. 12. *Steel* is made from iron. 13. That is a *steel* bridge.

EXERCISE 46

Put the following words into two sentences, using each as a noun in the first sentence and as an adjective in the second:

1. spring. 2. brass. 3. iron. 4. tin. 5. oak. 6. straw. 7. bread. 8. dinner. 9. light. 10. silk.

EXERCISE 47

Tell whether the words in italics are adjectives or verbs in the following:

1. The farmer's cattle were *lean.* 2. Lazy boys *lean* against posts. 3. The top of the table is *smooth.* 4. The men *smooth* the roads. 5. Your hands are *dirty*; do not *dirty* your face. 6. The silver will not be *clean* until we *clean* it. 7. You are *idle.* 8. Do not *idle* your time. 9. The travellers *long* for water. 10. The way was *long.* 11. The slave was now *free.* 12. The animals *free* themselves from the traps.

EXERCISE 48

Use each of the following words in two sentences; as a verb in the first and as an adjective in the second:

1. warm. 2. dry. 3. steel. 4. salt. 5. lame. 6. level. 7. shut. 8. open. 9. separate. 10. plowed. 11. fenced. 12. iron.

SECTION 7—The Adverb

48. Henry speaks *slowly.*
The man came *yesterday.*
The ball fell *there.*

In the above sentences each Verb is modified by a word. The Verb "speaks" is modified by "slowly" which states *how* Henry speaks; the Verb "came" is modified by "yesterday" which states *when* the man came; and the Verb "fell" is modified by "there" which states *where* the ball fell.

The name ADVERB is given to such words as "slowly," "yesterday," and "there" when they modify verbs. An adverb usually tells *how*, *when*, *where*, or *why* a thing is done.

EXERCISE 49

Select the adverbs in the following sentences and tell what they modify:

1. She sings sweetly. 2. I see it clearly now. 3. The soldiers fought bravely 4. We all listened patiently. 5. We saw a sail plainly. 6. Robert of Lincoln is gaily dressed. 7. The train moved forward. 8. The ice melted rapidly. 9. The little girl spoke clearly. 10. The snow fell softly. 11. The wounded bear fought fiercely. 12. I lost my book there. 13. Here it is, Jean.

49. Adverbs may modify words other than verbs. Notice these sentences:

The tall tree has fallen.
The very tall tree has fallen.

In the first sentence "tall" is an adjective modifying "tree." In the second sentence "very" modifies the adjective "tall" by indicating *how* tall the tree was.

Other words can be used instead of "very" to modify the adjective "tall":

The { very / fairly / extremely / exceedingly } tall tree has fallen.

EXERCISE 50

In the following sentences select the adverbs that modify adjectives and tell what each modifies:

1. It was a bitterly cold day. 2. He was very dear to me. 3. The girl is so hoarse that she can scarcely speak. 4. I felt sadly weary. 5. He seemed fully attentive to his work. 6. We went for a rather long walk. 7. The man had very little sense. 8. The poor woman was hopelessly ill.

50. *Again, notice the following sentences:*

John writes quickly.
John writes very quickly.

In the first sentence "quickly" is an adverb modifying the verb "writes". In the second sentence "very" is an adverb modifying the adverb "quickly" by telling *how* quickly John writes.

Other words can be used instead of "very" to modify the adverb "quickly":

John writes { very / rather / extremely } quickly.

EXERCISE 51

In the following sentences select the adverbs which modify other adverbs and tell what each one modifies:

1. The farmer works very hard. 2. She walks so gracefully. 3. My uncle arrived quite unexpectedly. 4. We accepted his offer rather unwillingly. 5. The

sounds were heard quite clearly. 6. The boy can run uncommonly fast. 7. He was sleeping very soundly.

51. This is a convenient summary of the functions of the adverb:

An Adverb is a word that modifies a verb, an adjective, or another adverb.

EXERCISE 52

Select the adverbs in the following sentences and tell what they modify:

1. We ran very quickly. 2. The agent called again. 3. Your father is sleeping now. 4. Mr. Brown was formerly our neighbor. 5. The day will soon break. 6. The ship sailed yesterday. 7. We can scarcely see. 8. I once met him in Calgary. 9. John will certainly come. 10. I shall not go there. 11. Her story was verily strange. 12. The sun was terribly hot. 13. You are not sufficiently careful. 14. I know him very slightly. 15. James left rather late. 16. The class should not sing so loudly. 17. I shall go willingly and gladly. 18. Your father will never consent.

EXERCISE 53

Fill each blank with an adverb, and tell what it modifies:

1. The concert was.....enjoyable. 2. The men worked.....and..... ....finished the job. 3. The river.....overflowed its banks. 4. Our house is.....built. 5. The girls worked....., 6. The sun shone.....clearly.

EXERCISE 54

Make sentences containing the following adverbs:

1. here. 2. there. 3. lately. 4. once. 5. soon. 6. scarcely. 7. very. 8. truly. 9. thrice. 10. extremely. 11. surely. 12. so. 13. bravely. 14. softly. 15. quickly. 16. happily. 17. rightly. 18. faintly.

SECTION 8—Adjective and Adverb Phrases

52. Phrases are frequently used as Adjectives. In the sentence, "The large tree is an oak," the word "large" is an adjective modifying "tree"; similarly, in the sentence, "The tree by the path is an oak," "by the path" is an Adjective Phrase modifying "tree."

EXERCISE 55

Select the adjective phrases in the following and tell what they modify:

1. He was a man without mercy. 2. Want of decency is want of sense. 3. Many books of great beauty were given as presents. 4. He found a diamond of great value. 5. The pencil on the desk belongs to the boy by the door. 6. The house on yonder hill is sold. 7. He had a dispute with the native princes. 8. The testimony of that man decided the case.

53. Phrases may also be used as Adverbs. In the sentence, They walked there, the word "there" is an Adverb modifying "walked"; similarly, in the sentence, They walked by the river, the Phrase "by the river" is an Adverb Phrase modifying the Verb "walked."

EXERCISE 56

Select the adverb phrases in the following and tell what they modify:

1. The ship sailed at sunrise. 2. Our house stands on the hill. 3. The ship will arrive in a few hours. 4. He looked upon his people with pride. 5. We came home early in the morning. 6. The boy went to church with his parents. 7. The ball fell into the creek. 8. He passed it to his companion.

EXERCISE 57

In the following sentences select the adjective and adverb phrases, telling what each modifies:

1. We skated on the pond. 2. The principal of the school governs it. 3. We viewed the scene with sadness. 4. She was a woman of striking beauty. 5. Give me a little home in the country. 6. The roof of the house is made of shingles. 7. Mary stood before the mirror. 8. The busy man walked rapidly into the building. 9. The girls were walking towards the lake. 10. She sang the hymn with much feeling.

SECTION 9—The Conjunction

54. *Examine these sentences:*

1. Night is past. Day has come.
2. Mother read a story. John did not listen.
3. The picnic was a failure. It rained.

Now notice how we have changed them:

1. Night is past and day has come.
2. Mother read a story but John did not listen.
3. The picnic was a failure because it rained.

We have joined the sentences in each group by using the words "and," "but," and "because". Such a joining word is called a CONJUNCTION.

55. Conjunctions may join *words* as well as sentences:

John *and* George came.
Fred *or* Jack will go.

The Conjunction "and" joins "John" and "George," and "or" joins "Fred" and "Jack."

56. Further, Conjunctions may join *phrases.* In the sentence, "He spoke to the young and to the old," the Conjunction "and" joins the two phrases "to the young" and "to the old."

57. **A Conjunction is a word which joins words or groups of words.**

EXERCISE 58

Select the conjunctions in the following sentences and tell what they join:

1. Bread and butter is good food. 2. He came to the city but I did not see him. 3. The boys and girls were playing ball. 4. The principal gave short talks to the boys and to the girls of the school. 5. We have not heard from him since he went away. 6. The rain

falls alike on the just and on the unjust. 7. Knowledge comes but wisdom lingers. 8. He may not come tonight for the train is very late. 9. Our uncle and aunt are coming for Christmas. 10. The accident would not have happened if the boy had been careful. 11. He is doing his best for his father and for his mother. 12. The guests went home because it was late. 13. Jack and Jill went up the hill. 14. They will be here soon unless they have been detained.

EXERCISE 59

Connect the following pairs of sentences with suitable conjunctions:

1. He must hurry. He will miss his train. 2. They have not been in Edmonton. They went to Regina. 3. The elder sisters went to the ball. Cinderella was left at home. 4. We were very happy. He came. He spoiled our fun. 5. That fellow will not succeed. He is too lazy. 6. I am too tired to walk. I shall take a car home 7. He played with us for a time. He soon left us. 8. I am so tired. I can scarcely stand.

EXERCISE 60

Write sentences using the following words as conjunctions:

1. and. 2. if. 3. until. 4. since. 5. because. 6. but. 7. while. 8. or. 9. that. 10. unless.

SECTION 10—The Preposition

58. *Examine the following sentences:*

1. The house across the river was burnt.
2. The boy swam across the lake.

In sentence 1. there is a connection or relation between the noun "river" and the noun "house;" and in sentence 2. there is a relation between the verb "swam" and the noun "lake." What word shows the relationship in each sentence? The word "across" in the first sentence shows, for instance, that the house was on a particular side of the river; and in the second sentence the word "across" shows a relation between "swam" and "lake." In both sentences the word "across" indicates a relation. Such a word is called a PREPOSITION.

59. A Preposition is a word which shows the relation between a noun or pronoun and some other word in a sentence.

In the sentence, They skate on thin ice, "on" is a preposition showing the relation between the verb "skate" and the noun "ice." In the sentence, The teacher spoke to him, "to" is a preposition showing the relation between the verb "spoke" and the pronoun "him." In the sentence, The book on the desk is mine, "on" is a preposition showing the relation between the noun "book" and the noun "desk."

60. It will be noticed when we use prepositions we make phrases. In section 59 "on thin ice" is an adverb

phrase modifying the verb "skate"; "to him" is an adverb phrase modifying the verb "spoke"; and "on the desk" is an adjective phrase modifying the noun "book."

EXERCISE 61

In the following sentences select the adverb phrases and tell what they modify and point out the prepositions and tell between what words they show relation:

1. They ran beside the fire-engine. 2. I stood on the firm land. 3. He was stunned by that loud and dreadful sound. 3. This Hermit good lives in that wood. 4. We drifted over the harbor-bar. 5. The moving moon went up the sky. 6. Out of the sea came the sun. 7. The bride hath paced into the hall.

EXERCISE 62

In the same manner select the adjective phrases and the prepositions in the following:

1. We heard the shout of the crowd. 2. The roof of the house was burning. 3. Did you notice the man in that car? 4. It is the night before Christmas. 5. The boy with the bulldog is my chum. 6. His love for his mother was clearly seen.

EXERCISE 63

Supply suitable prepositions in the following and explain their relation:

1. The leader.....the army was killed. 2. Jack is the best scholar.....his class. 3. The girl..... the doll is my cousin. 4. The top.....my head is sore. 5. We were startled.....a loud knock..... the door. 6. The ladder.....the roof is short.

EXERCISE 64

Select the prepositions in the following, tell what they do, and give the kind and relation of the phrases:

1. They moved in tracks of shining white. 2 Every track was a flash of golden fire. 3. The moon appeared at the edge of the cloud. 4. The sails at noon left off their tune. 5. With his cruel bow he laid full low the harmless Albatross. 6. He was last seen by two members of his class. 7. The curfew tolls the knell of parting day. 8. He came from Ottawa during the winter. 9. A forest of naked arms struggled in the air. 10. A moment of profound silence followed. 11. Men climbed up the wall by some wonderful exercise of agility. 12. There were tears of agony on the young mother's cheek.

SECTION 11—The Interjection

61. A word that is used to express some sudden sound or intense feeling of joy, disgust, sorrow, or pain is called an Interjection.

62. The usual Interjections are pshaw! hurrah! hark! alas! oh! hush! bravo! Strictly speaking, the interjection is not a part of the sentence. It is thrown into it, as it were, to express some feeling. As for example:

Hurrah! here comes the band.
Alas! our little canary is dead.
Oh! I have burnt my finger.

The interjection is usually followed by an *exclamation point* (!).

EXERCISE 65

In ruled columns for the different parts of speech write each word of the following sentences in its proper place:

1. The horse and wagon belong to Tom's father. 2. I saw Mrs. White yesterday, and she looked very well. 3. Ah! that is another matter. 4. Tom and Mary have gone to Medicine Hat. 5. He came after the appointed time. 6. Mr. Hall was elected by a small majority. 7. The man with the tall hat is my brother. 8. The life of the city centres there. 9. He walked unhesitatingly to the gate. 10. The flowers grew rapidly. 11. It was a very dark night. 12. The arrow hit the mark. 13. He wore an unusually cheerful smile. 14. I have seen your dog twice. 15. The new boat came into the harbor. 16. The daily papers have long accounts of the recent disaster. 17. The ocean is sometimes very stormy. 18. We lived in Paris for two years. 19. The quality of mercy is not strained. 20. Alas! his efforts were in vain. 21. Contentment is a virtue. 22. These poor people are industrious, but they are not provident. 23. Her father gave me this book. 24. The wind is cold but invigorating. 25. We struggled with all our might, but it was a hopeless task and we failed.

REVIEW QUESTIONS AND EXERCISES

A What is meant by the Parts of Speech? Name them. How do we know the particular Part of Speech to which a word may belong?

B Define the word Noun. Write ten sentences using Nouns as the grammatical subjects.

C What is a Pronoun? Use the following Pronouns in sentences: I, we, they, her, me, myself, you, us, hers, mine, them, he, ours, she, theirs.

D What is an Adjective? Use in sentences the following words as adjectives: black, fast, hot, strong, vigorous, bitter, tired, happy, gay, glorious, beautiful, foolish, large, clever, many, small.

E Define a Verb. Use the following Verbs in sentences: swim, ran, try, sees, work, began, hoped, does, leap, comes, sang, ring, plays, reads, made, sewed.

F What are the uses of the Adverb? Use the following as Adverbs in sentences: very, quickly, bitterly, happily, soon, too, there, sadly, carefully.

G Write sentences using the following as Conjunctions: and, but, since, because, although, unless, after, before.

H (*1*) Use the following Prepositions in sentences: in, by, with, for, to, from, at, over, within, into, upon, under.

(*2*) Tell the kind of the phrases you have written in H (*1*) and mention what each phrase modifies.

I Tell whether the words in italics are used as Nouns or as Verbs, and give reasons: 1. They *wish* to go. 2. He has obtained his *wish*. 3. We *hope* that they may come. 4. *Hope* springs eternal in the human breast. 5. The girls *swim* well. 6. It was a long *swim*. 7. The *attempt* proved a failure. 8. We *attempt* too little. 9. Lions *prey* upon other animals. 10. The tiger lost his *prey*. 11. They *round* off the rough edges. 12. The *round* of beef is frozen.

J Use each of the following words in sentences: 1. as a Noun; 2. as a Verb: work, board, walk, reign, blossom, kick.

K State whether the words in italics are Adverbs or Adjectives and give reasons: 1. He has *little* money. 2. The child works *little* but plays *much*. 3. They have *much* time on their hands. 4. Charles is *well*. 5. The girls write very *well*. 6. He went into a *far* country. 7. They will go *far*. 8. I think we shall take the *fast* train. 9. The boys ran *fast*.

L Use the following words in sentences, 1. as Adjectives, 2. as Adverbs: hard, only, worse, more.

M State, with reasons, whether the words in italics are used as Prepositions or as Conjunctions: 1. He came *after* us. 2. They left for the station *after* their friend arrived. 3. We went *for* our chum, *for* we felt lonely without him. 4. His friends have not seen him *since* Christmas. 5. We have visited Toronto only once *since* we have come West. 6. They saw him the day *before* they left Calgary. 7. The child stood *before* me.

N Give a detailed analysis of the following sentences: 1. The house was General Haig's headquarters for a short time. 2. Who saw him? 3. Have you seen him today? 4. Long live the king! 5. They destroyed their ammunition and supplies. 6. The buffalo, or bison, is now almost extinct. 7. When will you come home? 8. He was my guide, philosopher, and friend. 9. The house and barn were burned. 10. Mr. Paterson of Regina argued the case. 11. We discovered in the boat a foolish, weak man, asleep on the deck. 12. How many men were found in the house? 13. Whom shall we send? 14. The horses stumbled and fell. 15. They elected him to an important office. 16. He sold us two barrels. 17. Tom came in time for dinner. 18. The house was not finished, but we moved into it. 19. We left our unfinished work and ran to the fire. 20. The light boat skimmed along the water. 21. The banks of snow lay deep upon the hillsides.

CORRECTION OF ERRORS

Pupils should be drilled on the following:

SAY:	DO NOT SAY:
It is I.	It is me.
It is we.	It is us.
It is they.	It is them.
This book is mine.	This here book is mine.
That book is mine.	That there book is mine.

SAY:	DO NOT SAY:
These doors are new.	Them doors are new.
Those doors are new.	
I have written a letter.	I have wrote a letter.
They have written.	They have wrote.
He does not go.	He don't go.
She does not go.	She don't go.

SAY:

Whom did they see?
To whom were they talking?
The person who did that was brave.
The horse which we see is very speedy.

SAY:

Each of the boys was in his place.
Neither of the girls found her book.
Not one of the men was absent.
Everybody was hard at work.
Either of the brothers has enough for his needs.

PART THREE—CLASSIFICATION AND ANALYSIS OF SENTENCES

SECTION 1—Kinds of Sentences

63. There are three kinds of sentences: SIMPLE, COMPOUND, and COMPLEX. These differ from each other in the way they are *constructed.* There is another classification, but we shall not take it until later on in our study of Grammar.

64. Taking in turn each of these three types, let us now find what are the characteristics of each.

SECTION 2—The Simple Sentence

65. The sentences which we have been using up to this point have been SIMPLE SENTENCES. Most of our Simple Sentences express a complete thought by having only *one* Subject and *one* Predicate, as:

Birds fly.

The man wrote a letter.

The planets move in their orbits.

The man on the shore hailed us with a shout.

66. But Simple Sentences may have *more* than one Subject, as: *Rain* and *hail* fell. *John* and *James* called.

67. They may have *more* than one Predicate, as: **We** *sang* and *danced.* Jane *sewed* and *knitted.*

68. Finally, they may sometimes have both *group* Subjects and *group* Predicates, as: *Tom* and *Ned fished* and *hunted.* *Boys* and *girls laugh* and *play.*

69. **The Simple Sentence is one that expresses a single complete thought.**

70. It is well to recall at this point the difference between the *Simple Sentence* and the *Phrase.* Whilst the Sentence expresses a complete thought, a Phrase does not. A Phrase forms a *part* of a Sentence. We can arrange the differences in this way:

A SENTENCE	A PHRASE
1. expresses a complete thought.	1. cannot express a complete thought.
2. has subject and predicate.	2. has not subject and predicate.
3. is complete in itself.	3. forms part of a sentence.

EXERCISE 66

Which of the following are sentences and which are phrases? Give reasons.

1. Early in the evening. 2. For Paris. 3. In the morning he left for Paris. 4. Darnay embraced his wife. 5. For the Loadstone Rock. 6. Wait till I come back. 7. Darnay shook his head. 8. It was the fourteenth of August. 9. He left London. 10. The weather being

cold. 11. He promised to do the work. 12. For the love of heaven, of justice, of generosity. 13. The uneasiness of Darnay's mind was roused to vigorous life by this letter. 14. They travelled in the night. 15. At eventide. 16. In the act of swinging himself out of his saddle. 17. After long and lonely spurring over dreary roads. 18. Darnay saw a rush in the eyes of the crowd. 19. Daylight found them before the wall of Paris. 20. Where are the papers of this prisoner? 21. On reading the accounts. 22. Ruin seize thee, ruthless king. 23. By heavy rains and muddy roads. 24. On coming up to the party of hunters the trapper expressed his surprise at their great success. 25. Great is Diana of the Ephesians.

EXERCISE 67

Construct simple sentences with the following as Subjects: 1. snow; 2. coal; 3. apples; 4. dogs; 5. picture; 6. mother; 7. joy; 8. work; 9. school; 10. holidays; 11. geography; 12. toys.

EXERCISE 68

Construct simple sentences with the following as Bare Predicates: 1. writes; 2. shovels; 3. mended; 4. shall go; 5. is singing; 6. flooded; 7. has tried; 8. have finished; 9. were playing; 10. reads; 11. traps; 12. caught.

SECTION 3—The Clause

71. Thus far we have studied two *groups* of words: the Sentence and the Phrase. There is another important group called the *Clause* which we shall now consider. Note the following:

1. *This* book is mine.
2. The book *on the table* is mine.
3. The book *which is on the table* is mine.

72. In sentence 1, "book" is modified by the word "This" which is an Adjective. In sentence 2, "book" is modified by the group of words "on the table" which is an Adjective Phrase. In sentence 3, "book" is modified by the group of words "which is on the table"; and this group does the work of an Adjective just as the word "This" and Phrase "on the table" do. You should notice, further, that this longer group has a Subject (*which*) and a Bare Predicate *(is)* and yet it forms part of a Sentence by doing the work of a Part of Speech. Such a group of words is called a CLAUSE.

73. A Clause is a group of words containing subject and predicate and forming part of a sentence.

74. There are *two* kinds of Clauses: *Principal* and *Subordinate*.

75. In the sentence, "We had fruit but they had cake," there are two Principal Clauses joined by "but": "We had fruit" and "they had cake." In the following sentence there are two Principal Clauses joined by "and": "The man called and the boys replied."

76. Such clauses are called Principal Clauses because they do not depend on one another nor do they modify any word. Although they are independent of one another they may unite to form a Sentence and express a more complete thought than they would if they were separated into two independent sentences.

77. Although Subordinate Clauses have but little meaning as separate groups of words, they are very important because of their relation to other parts of the sentence. Thus, in the Sentence, "The man who was there is my uncle," the Subordinate Clause "who was there" means very little by itself, but it has an important part to play in the sentence as a modifier of "man."

78. In further lessons we shall study more closely the work of the Subordinate Clause.

SECTION 4—The Compound Sentence

79. A Compound Sentence is one that consists of two or more Principal Clauses.

80. In the sentence, "The clock struck four and the children went home," we have two Principal Clauses: (1) "The clock struck four," (2) "the children went home"; and these are joined together by the Conjunction "and" in order to express a complete thought.

EXERCISE 69

Give the principal clauses in the following compound sentences:

1. Listen carefully and observe closely. 2. The way was long and the wind was cold. 3. The boy was not clever but he was good. 4. Ye shall not eat it, neither shall ye touch it. 5. He went away but I remained at home and I did my exercises in Algebra. 6. He called at my house but I did not see him.

EXERCISE 70

Write ten compound sentences and state the principal clauses of each.

SECTION 5.—The Complex Sentence

81. 1. The man who was there is my uncle.
2. He sprang away when the flag dropped.
3. He said he was sick.

These are three Complex Sentences. In the first one there is a Principal Clause, "The man is my uncle," and a Subordinate Clause, "who was there." This Subordinate Clause modifies "man", and because it does the work of an Adjective we call it an ADJECTIVE CLAUSE.

82. In the second sentence there is a Principal Clause, "He sprang away," and a Subordinate Clause, "when the flag dropped." This Subordinate Clause modifies the verb "sprang," and because it does the work of an Adverb we call it an ADVERB CLAUSE.

83. In the third sentence there is a Principal Clause, "He said," and a Subordinate Clause, "he was rich." This subordinate Clause is the object of the verb "said," and because it does the work of a noun we call it a NOUN CLAUSE.

84. A Complex Sentence is one that consists of a Principal Clause together with one or more Subordinate Clauses.

85. The Principal Clause is the main part of the Complex Sentence. The Subordinate Clause is always a part of a Complex Sentence: it can never stand alone (except when it happens to be a direct quotation, as: He said "I shall come tomorrow"). It will be noticed that the Subordinate Clause always has its own Subject and its own Predicate.

86. There are *three* kinds of Subordinate Clauses: *Adjective*, *Adverb*, and *Noun*. We shall now consider these separately.

SECTION 6.—The Adjective Clause

87. The man *who was there* is my uncle.

In the above sentence, "who was there," is similar to an Adjective modifying "man." It is, therefore, an

ADJECTIVE CLAUSE. It is Subordinate because it has no meaning apart from the Principal Clause, "The man is my uncle," to which it is attached.

EXERCISE 71

Select the adjective clauses in the following complex sentences and state the noun or pronoun that each clause modifies:

1. The two patriots who were leading the horse turned away. 2. She was rejoiced by the tidings which Mr Lorry gave her. 3. Do not exercise any power that you may possess against my husband. 4. The sights which he witnessed shall remain untold. 5. He was a man whom we all trusted. 6. They put him into a great chair that they had among them. 7. Have you found him of whom we have been speaking? 8. The speed with which the carriage started out of the village was soon checked by the steepness of the hill. 9. The young lady to whom all eyes had been turned stood up. 10. The man left his saw in the stick which he was cutting. 11. He uttered truths that moulded the lives of those who heard him. 12. Rip Van Winkle was one of those happy-go-lucky mortals who take the world easy. 13. Carton had been leaning against the wall where the shadow was darkest. 14. The man who kept the inn refused to give any further news. 15. In the early morning they heard a loud noise which frightened them. 16. She who had done so much for him expected a gentler answer.

EXERCISE 72

Write ten complex sentences containing adjective clauses, and state what each one modifies.

SECTION 7.—The Adverb Clause

88. The man left *when the train came in.*

In the above sentence, "when the train came in," is similar to an Adverb of Time modifying the Verb "left." It is, therefore, an ADVERB CLAUSE. It is Subordinate because it has no meaning apart from the Principal Clause, "The man left," to which it is attached.

89. Like Adverbs themselves, the Adverb Clauses modify Verbs by stating *how, when, where,* or *why* an action is done; as:

He loves you *as he loves me.* (How?)
We started *when the sun rose.* (When?)
The tree lies *where it fell.* (Where?)
John will succeed *because he works.* (Why?)

EXERCISE 73

Select the adverb clauses in the following complex sentences and tell what each one modifies:

1. I am prepared to go when you are ready. 2. He is honest although he is poor. 3. He threatened to beat him unless he confessed. 4. When the cat's away, the mice will play. 5. As he rose to walk, he found himself

stiff in the joints. 6. His words had power because they accorded with his thoughts. 7. Though he was more than once disappointed, he always hoped for the best. 8. Whenever her name was mentioned, Rip shook his head. 9. Margaret will pass her examination because she works faithfully. 10. Some time passed before he could get into the regular track of gossip. 11. Jack has been much more careful since that accident happened. 12. As he was about to descend, he heard a voice from a distance. 13. Unless we hear from her before midnight, we shall telegraph. 14. He heaved a heavy sigh when he thought of meeting Dame Van Winkle. 15. Because the day was stormy, we decided not to go. 16. As David has a good business head, he should succeed.

EXERCISE 74

Compose ten complex sentences containing adverb clauses and state what each one modifies.

EXERCISE 75

Select the adjective and adverb clauses in the following and tell what each modifies:

1. He fought as a brave man should fight. 2. Money which is easily earned is soon spent. 3. This is the house that Jack built. 4. He left before I saw him. 5. The tree lay where it fell. 6. We did not enjoy the play because we were tired. 7. The man whom I met knew my father. 8. Do you know the man whose house was burned down? 9. We won more easily than we

expected. 10. The book which I am reading is very interesting. 11. This is the place where the battle was fought. 12. I shall come if you will bring me. 13. There was a time when all the world was young. 14. He was at Plymouth playing bowls when the Armada came. 15. They sailed into the west as the sun went down. 16. The pen I am using is a good one. 17. We were the first that ever burst into that silent sea. 18. He went like one that hath been stunned. 19. It is dull in our town since my playmates left. 20. You must do your work as well as you can. 21. We all love the time when holidays first begin.

EXERCISE 76

Add a suitable adjective or adverb clause to each of the following simple sentences (which will then become principal clauses), *and so form a complex sentence. Give the kind and relation of the clauses you compose:*

1. I saw the man. 2. We sing. 3. This is the house. 4. We saw the place. 5. Give me the book 6. We shall go. 7. I do not know the man. 8. This is the cat. 9. Boys win prizes. 10. Show me the place.

SECTION 8—The Noun Clause

90. He said *he was rich.*

In this sentence, "he was rich," is similar to a Noun used as the object of the Verb "said." It is, therefore,

a NOUN CLAUSE. It is Subordinate because it has no meaning apart from the Principal Clause, "He said," to which it is attached. Other examples of Noun Clauses used as the Object in Complex Sentences are:

He promised *that he would go.*
No one knows *when he will come.*

EXERCISE 77

Select the noun clauses used as objects in the following sentences:

1. The man asked which road he should take. 2. I told him whom we had seen. 3. We know why you did not come. 4. He enquired what was the matter. 5. The boy's mother hopes that he will succeed. 6. We do not know what he will do. 7. I wonder if I shall see him. 8. Tell us how he did it. 9. The sentry cried, "Who goes there?" 10. I hope that you understand this.

EXERCISE 78

Add suitable noun clauses to the following:

1. I do not know .....
2. We learned .....
3. Tell him .....
4. John hopes .....
5. The teacher said .....
6. The excited man cried .....

91. Noun Clauses may also be used as Subjects in a Complex Sentence, thus:

That he wished to go was quite evident.
Know thyself was the advice of a Greek.

The subject of the first sentence is the Noun Clause, "That he wished to go," and the subject of the second sentence is the Noun Clause, "Know thyself."

92. Care must be taken in sentences like "It is certain that he is sick." In this sentence the grammatical subject is "It," but the real subject is the Noun Clause, "that he is sick." Here are two other examples: It is true that he was warned; It seems probable that he will be called.

EXERCISE 79

Select the noun clauses used as subjects in the following sentences:

1. That he is ill is quite certain. 2. What he will do is quite another matter. 3. "Do you know me?" was then asked. 4. That the ship was lost seemed certain. 5. That it is true is a pity. 6. Where the money went to may never be found out. 7. Why Tom did not come was not known. 8. Whether I can come is doubtful.

EXERCISE 80

Add suitable noun clauses to the following:

1. .....is unknown.
2. .....will probably be found.
3. .....pleases us.
4. .....was foretold.
5. .....has been proved.
6. .....was his advice.

EXERCISE 81

Select the noun clauses in the following sentences and give their use:

1. I forgot what you asked me. 2. Do you think that you will finish this work to-day? 3. John claimed that you would find the book upstairs. 4. Not one of the three could have told what either of the other two was like. 5. His colleagues knew that they could not expect assistance from him in debate. 6. He hoped that he would win the prize. 7. They may well doubt whether that statement is true. 8. We believed that the story had some foundation. 9. Why he did that is a question. 10. It is true that he was rarely heard to speak. 11. Rip supposed that someone in the neighborhood needed help. 12. That the prisoner was guilty was painfully apparent. 13. They knew not how much he intended to do. 14. The man in the cocked hat demanded who he was. 15. Many affirmed that the likeness of the Great Stone Face had appeared upon the broad shoulders of a certain statesman.

EXERCISE 82

Compose ten complex sentences with noun clauses and give the function of the subordinate clauses.

SECTION 9—A Second Classification of Sentences

93 We have already classified sentences into *simple*, *compound*, and *complex*. This classification was made

in accordance with the composition of the sentence. There is another classification in accordance with the *form* the sentence may take.

94. As regards form, sentences may be classified into *Assertive, Interrogative, Imperative*, and *Exclamatory*.

95. **1. The Assertive Sentence is one that is used to express or state a fact.** Examples are:

The man missed his train.

I am not going because it is too cold.

To seize my gun and fire was the work of a moment.

The songs of the birds are sweet.

96. **2. The Interrogative Sentence is one that is used in asking a question.** Examples are:

Whom seek ye?

Shall we go any farther?

Are the songs of the birds sweet?

97. **3. The Imperative Sentence is one that is used in giving a command.** Examples are:

Write these pages again.

Look to your manners.

Listen to the sweet songs of the birds.

98. **4. The Exclamatory Sentence is one which expresses strong feeling. It is followed by an exclamation mark.** Examples are:

How swiftly the river flows!
What a horrible sight that was!
How sweet are the songs of the birds!

99. NOTE. (*1*) In analyzing the interrogative and exclamatory sentences, the student may put these sentences in the straightforward order of the assertive. Thus:

Ye seek whom? We shall go any farther? The songs of the birds are sweet? The river flows how swiftly? That was (what) a horrible sight! The songs of the bird are sweet.

(*2*) In the imperative sentence the subject is usually omitted.

EXERCISE 83

Classify the following sentences according to form:

1. Shall we call for them? 2. Wait until I come. 3. Call the cattle home. 4. The sun shines brightly. 5. How beautiful are the clouds! 6. What a grand way he has! 7. When shall we go for our music? 8. Lend him no more money. 9. Cast thy bread upon the water. 10. Can you read the figures from where you are standing? 11. I can because my sight is perfect. 12. How fortunate you are! 13. Never gaze at an intense light. 14. They consider it infamous to desert. 15. Shall we use white paint for this? 16. How sweet the moonlight sleeps upon this bank! 17. Returning then the bolt he drew. 18. The little village of Grand-Pré lay in the fruitful valley.

SECTION 10—Clausal Analysis

100. In a previous lesson we took up the Detailed Analysis of a Sentence. We shall now proceed to consider the Clausal Analysis of Sentences.

101. We give the Clausal Analysis of a Sentence when we indicate the various clauses which compose it, give their kind, and tell their relation. With easy sentences the following method is quite simple.

1. They had fruit but we had cake.
2. The man who called is my uncle.
3. We started when the sun rose.
4. He promised that he would return.
5. That he will fail is improbable.

1. A. They had fruit.
   B. we had cake.

2. A. The man is my uncle.
   a. who called (Adjective, subordinate, modifying "man" in A.)

3. A. We started
   a. when the sun rose (Adverb, subordinate, modifying "started" in A.)

4. A. He promised
   a. that he would come (Noun, subordinate, object of "promised" in A.)

5. A. (Clause a) is improbable.
   a. That he will fail (Noun, subordinate, subject of "is" in A.)

102. Here is a second method of analyzing these sentences:

No.		Clause	Kind	Relation
1.	1.	They had fruit	Principal	
	2.	we had cake	Principal	
2.	1.	The man is my uncle	Principal	
	2.	who called	Adjective	Subordinate, modifying "man" in No. 1.
3.	1.	We started	Principal	
	2.	when the sun rose	Adverb	Subordinate, modifying "started" in No. 1.
4.	1.	He promised	Principal	
	2.	that he would come	Noun	Subordinate, object of "promised" in No. 1.
5.	1.	(Clause No. 2) is improbable	Principal	
	2.	That he will fail	Noun	Subordinate, subject of "is" in No. 1.

EXERCISE 84

Analyze into their clauses the following sentences:

1. You are strong but I am weak. 2. I remain if he goes. 3. John heard what was said. 4. All that glitters is not gold. 5. Listen carefully and observe closely. 6. He who plants kindness gathers love. 7. Life is real, life is earnest. 8. He will succeed because he works hard. 9. He did not know that the cattle were in the field. 10. My words fly up, but my thoughts remain below. 11. He says what he means. 12. Every boy who expects to succeed must work. 13. We cannot believe what he says. 14. This is the same story I heard years ago. 15. It is an ill wind that blows no one any good. 16. Every man who would be respected must live rightly. 17. It is certain that he will fail. 18. Prove a friend before you trust him. 19. When beggars die, there are no comets seen. 20. Murder, though it have no tongue, will yet speak. 21. What is sauce for the goose is sauce for the gander.

REVIEW QUESTIONS

A Name the different kinds of sentences and compose two examples of each.

B What are the differences between a phrase and a sentence? A clause and a sentence? Explain by using examples.

C Distinguish between principal and subordinate clauses. Give two examples of each, using them in sentences.

D What are the different kinds of subordinate clauses? Write six sentences with examples of subordinate clauses.

E What are the different uses of the adverb clause? Illustrate each.

F Give two examples each of the noun clause as subject and as object.

REVIEW EXERCISES

A Construct a simple sentence with a group-subject; with a group-predicate; with both group-subject and group predicate.

B Construct two complex sentences with the subject modified by adjective clauses.

C Construct two complex sentences with the noun clause as objects. Two with the noun clause as subjects.

D Construct two complex sentences with the predicate modified by adverb clauses.

ADDITIONAL REVIEW EXERCISES

A

Give a Detailed Analysis of the following sentences:

1. The army of the king is marching towards us. 2. Havoc and ruin are my gain. 3. He is a wonderful man. 4. The world has all its eyes on Cato's son.

5. He will journey to the city of Saskatoon. 6. A dress suit is becoming to a man. 7. She makes a good heroine. 8. The south wind searches for the flowers. 9. A little child shall lead them. 10. Mr. Owens brought me a letter from my cousin. 11. I am thy father's ghost. 12. In my youth I studied law. 13. Call my brother back to me. 14. I am sorry for thee. 15. Old Kaspar's work was done.

B

Tell the part of speech of each word in the following sentences:

1. A man's dog stands by him in poverty and in plenty. 2. Green be the turf above thee. 3. Hurrah, here comes the band! 4. My uncle was very old. 5. This is a very amusing story. 6. Thank me no thankings, and proud me no prouds. 7. No more to chiefs and ladies bright, the harp of Tara swells.

C

Analyze the following sentences into their clauses, giving their kind and relation:

1. At last he reached the spot where the ravine had opened through the cliff. 2. He found that the house had gone to decay. 3. The world assumed a better aspect from the hour in which the poet blessed it with his happy eyes. 4. Poor Rip humbly assured him that he meant no harm. 5. If the poet's theme was a lake, a celestial smile had now been thrown over it. 6. Some

insisted that Rip had been out of his head. 7. He did not notice the crowd that was moving with him. 8. When the procession came near, the villagers would have helped the prisoner if they had dared. 9. The lad whom we were following walked slowly across the flat roof of the house. 10. The passengers were on deck when the city came into view. 11. I remember when the river washed the base of the walls. 12. As he resumed his walk, he wondered at the beautiful sight. 13. He walked first into a thicket which appeared in a state of nature. 14. Unless some accident has happened, he should soon be here. 15. The garrison which had fled at his approach had now recovered from its dismay. 16. Where the moat was dry, the assailants mounted with great boldness. 17. Before he had been there two months, he received important intelligence. 18. Lord Chatham declared that he had never heard a finer speech. 19. When day broke, the enemy were no more to be seen. 20. Though Lawrence was gifted only with plain good sense, he fully appreciated the powers of Clive. 21. Before Clive took his departure for England, he performed a difficult service with his usual vigor. 22. He did not show in any way that he was conscious of having done wrong. 23. As soon as his advanced guard appeared, the besiegers fled before him. 24. The great stream which fertilizes the soil is at the same time the chief highway of Eastern Commerce. 25. His

countrymen boasted that his name was mentioned with awe in the Palace of Delhi. 26. I went to several places in that part of the country where I understood the schools to be most plentifully sprinkled. 27. Eight o'clock is the time when the evening performance will begin. 28. When they were ordered to enter the cell, they imagined that the soldiers were joking. 29. When he saw the resolute front which the English presented, he fell back in alarm. 30. While things were in this state, a ship arrived with despatches which had been written at the India House before the news of the Battle of Plassey had reached London.

D

Classify the following sentences as simple, compound, and complex; and analyze into clauses the compound and the complex:

1. No ray of light reached him. 2. I desire that we depart early. 3. We are tired and we shall be glad to get home. 4. That you have deceived me is clear. 5. The girl who was youngest lost her doll. 6. The water of the ocean is blue. 7. We walked a mile very slowly. 8. Go where glory waits thee. 9. He is rich enough that wants nothing. 10. My cousin called while I was out. 11. The men walked a mile and finally reached the station. 12. An honest man speaks as he thinks.

E

Combine the following groups into a compound or a complex sentence:

1. I had a book. John had a magazine. 2. We started home. It began to look like rain. 3. The snow was deep. We lost our way. We arrived home exhausted. 4. The men arrived home. They had been away three weeks. 5. Mary speaks French. Why cannot I? 6. John called for me. I was away. John did not wait. 7. The storm was destructive. It ruined our wheat. 8. We shall start for Edmonton. It will be in the afternoon. 9. John did not work hard. He thought he might pass. He did not. 10. Mother called the girls. They were in the study. They heard her. They came running to her. 11. Victoria was a good Queen. She was kind. 12. The summer will soon be here. Where will you spend your holidays?

F

Use the following subordinate clauses in as many ways as possible by attaching them to suitable principal clauses:

1. That was last. 2. When he came home. 3. Where he had laid it. 4. Who lost his temper. 5. That he might succeed in life. 6. Who steals my purse. 7. Whom we have been visiting. 8. Whose house is for sale. 9. That we did not mean to break it. 10. Whenever you are ready. 11. Because I trust you. 12. Whom he had met.

PART FOUR—CLASSIFICATION AND INFLECTION

SECTION I.—Classification of Nouns

103. Nouns may be divided into two great classes: *Proper* and *Common.*

104. **A Proper Noun is the name of a particular person, place, or thing.** Examples are Napoleon, Ottawa, North Star, John Smith, Baltic Sea, Jupiter.

105. It is to be noted that a Proper Noun should always begin with a capital letter. This is also true of Adjectives that are derived from Proper Nouns, as Canadian, English, American.

106. **A Common Noun is the name applicable to each and any person or thing belonging to a class of similar objects.** It is the name of the type, not the name of an individual member of the type. Examples are tree, man, river, star.

107. A Proper Noun is the name which may be applied to *one* of a class to distinguish it from others of the same class. It is the *own* name of a thing. On the other hand, a Common Noun is the name that is applied to *all* members of a certain class. The word "Haig" is a name which can be applied to only *one* member of a class, but the word "general" is the name which is applied to *all* members of a certain class of soldiers; hence, "Haig" is a *Proper Noun* and "general" is a *Common Noun.*

108. There is a special kind of Common Noun which may be learned here. We not only give names to persons or things, but also give names to *groups* of persons or things. Thus, a group of men may be called a *crowd*, or an *army*, or a *jury*, or an *audience*. A group of things may be a *flock*, or a *herd*, or a *fleet*. Such nouns are called **Collective Nouns**, that is, **the names of groups of persons or things thought of as groups.** Collective Nouns are a sub-class of the Common Noun.

EXERCISE 85

Classify into proper and common, the nouns in the following sentences. Note the common nouns which are Collective.

1. The master is kind to his servants. 2. Our friends live in Toronto, which is a city in Ontario. 3. The hounds caught a fox. 4. The brightness of the sun dazzles the eyes. 5. Abraham had great flocks and herds. 6. Jupiter was the chief god of the Romans. 7. When the army was defeated many regiments suffered severely. 8. A little learning is a dangerous thing. 9. Mary attends school with great regularity. 10. Lazy people take most trouble. 11. The jury brought in a verdict of guilty, to the surprise of Judge McDonald. 12. A bomb from a Gotha dropped near Westminster Bridge. 13. The boys filled their pockets with apples from the orchard of Mr. Johnson. 14. The king lived in peace and safety. 15. My voyage down the St. Lawrence was full of wonder and romance. 16. The

crew deserted the ship. 17. My friend Roger is an officer in the navy. 18. The lowing herd winds slowly o'er the lea. 19. David was king of Israel. 20. Canada has nine provinces. 21. Britons never shall be slaves. 22. A small boy was running along with his wagon. 23. The beauty of the stars filled his heart with wonder. 24. The congregation sang that fine tune Sandon.

EXERCISE 86

Write six proper nouns, ten common nouns of which four are collective, and use them in sentences.

EXERCISE 87

Select ten proper nouns and ten common nouns from your history lesson.

EXERCISE 88

Write common nouns suggested by Montreal, Red, August, England, George V., Wednesday.

EXERCISE 89

Give collective nouns suggested by birds, sailors, soldiers, men, cattle, sheep.

SECTION 2.—Inflection

Examine these sentences:

1. The boy plays ball.

2. The boys play ball.
3. The boy's hat is lost.
4. The boys' hats are lost.

109. In these sentences you will notice that we have the same noun in four different forms. What is the difference in meaning or use between "boy" and "boys"? The word "boy" refers to only one and the word "boys" refers to more than one. What is the difference between "boy's" and "boys'"? In sentence 3 we know that the *hat* belonging to *one* boy is lost, and in sentence 4, that the *hats* belonging to more than one boy *are lost*.

110. **A change in the form of a word to express a change in meaning or use is called Inflection.**

111. Looking again at sentences 1 and 2 you will observe that the verb "play" is also inflected. We could also have another inflection of the verb thus, "The boys *played* well."

112. Because the *inflection* of words is important, we are going to examine the changes which some of the Parts of Speech may have.

EXERCISE 90

Write at least two inflections for each of these words and use them in sentences: child, girl, sing, try, man, mother.

SECTION 3.—Inflection of Nouns

1. NUMBER

113. *Look at the following groups of words:*

lad	goose	ox
lads	geese	oxen

The words "lad," "goose," and "ox" refer to only *one* object; the words "lads," "geese," and "oxen" refer to *more* than one object.

A change in the form of a word to show whether we are speaking of one or more than one thing is called Number.

114. A word which represents one thing only is said to be in the SINGULAR NUMBER. Examples are: toy, book, church, fox.

115. A word that represents more than one thing is said to be in the PLURAL NUMBER. Examples are: toys, books, churches, foxes.

116. The usual way of forming plural nouns is by adding **-s** or **-es**. Examples are: pen, pens; box, boxes; key, keys; watch, watches; lady, ladies.

EXERCISE 91

Form the plural of the following nouns: bird, ruby, dish, buffalo, monkey, knife, potato, leaf, valley, sister, engine, desk, chief, thief, daisy, donkey, shelf, piano, bell, window, wife, ship, boat, calf, trap, canoe, cry, wolf, building, flower.

117. Most of our nouns form their plurals by adding -s or -es; but there are some exceptions to this general rule: 1. A few nouns form their plurals by the addition of -en; as: ox, oxen; brother, brothers or brethren; child, children. We also find the word "kine" used in poetry as a plural of "cow"; as: "Sweet was her breath as the breath of *kine* that feed in the meadows." 2. Some nouns form plurals by an internal change, as: man, men; mouse, mice; foot, feet.

118. Summary: Plural in Nouns may be indicated in three ways:

(*a*) Most frequently by adding -s or -es to the singular; as, hats, coaches.

(*b*) By a change of vowel; as, geese, women.

(*c*) By adding -en; as oxen, children.

119. There are certain nouns which have come from foreign languages and these often retain their foreign plurals; as, radius, radii; oasis, oases; stratum, strata; beau, beaux. (A list will be found in the Appendix.)

EXERCISE 92

Form the plurals of the following nouns: cliff, city, hero, class, negro, remedy, cough, chimney, soprano, volcano, tooth, fly, brother, prize, cupful, folio.

(NOTE:—When in doubt as to the proper spelling of a plural noun, consult a good dictionary.)

120. Some special rules govern the formation of the plural of certain nouns. The more important of these are:

A. Some nouns have two plurals with a difference in use: brother—brothers (of a family), brethren (of a society); index—indexes (of books), indices (in Algebra); penny—pennies (separate coins), pence (sum of money); fish—fishes (different kinds), fish (collectively); cloth—cloths (different kinds), clothes (apparel).

B. Some nouns which look like plurals are really singular in number: The news is old. Measles is contagious. Physics is studied at school.

C. Some nouns may be used either in the singular or plural without inflection: trout, salmon, deer, sheep.

D. Some nouns have no singular form: tongs, scissors, wages, trousers.

E. Some nouns have no plural form: anger, fidelity, knowledge, wisdom.

F. Some nouns which have come into our language from other languages retain the foreign plural forms as well as the English plural: bandit—banditti, bandits; cherub—cherubim, cherubs.

G. The plurals of the letters of the alphabet and the plurals of numbers are formed by adding the apostrophe and -s to the letter or number: Cross your t's and dot your i's. How many 9's in 81?

H. Compound nouns as a general rule form plurals by adding the plural inflection to the most important word in the compound: sons-in-law, major-generals, lieutenant-governors, courts-martial, spoonfuls. But we say: men-servants, Knights-Templars.

I. Care must be taken to write Dutchmen, Normans, Frenchmen, Germans, Brahmans, talismans.

(NOTE:—All of sub-section 120 may be omitted till later if the teacher thinks it better to do so.)

2. GENDER

121. In the preceding section we studied the inflections for Number in nouns. Let us now compare the following groups of words:

man	prince	hero
woman	princess	heroine

You will notice that the first word in each group is a noun referring to a *male* person and that the other words refer to *female* persons. Such a classification on the basis of sex is called GENDER.

122. Nouns which are the names of male persons or animals, are said to be of MASCULINE GENDER, as father, brother, nephew, stag. The names of female persons or animals are of FEMININE GENDER, as mother, sister, niece, hind. Some names of persons or animals do not show any distinction of sex and so may be said to be of COMMON GENDER, as cousin, parent, servant, bird. Nouns which are the names of objects other than persons or animals are said to be of NEUTER GENDER, as book, ocean, cane, desk, tree. **Gender, therefore, is a change in nouns to show distinction of sex.**

123. Nouns are inflected for Gender in two ways:

(*a*) The most common method of inflecting nouns for Gender is by the addition of a suffix, the usual one being "—ess." Examples are: hero, heroine; sultan, sultana; count, countess; lion, lioness; poet, poetess.

(*b*) Another way is by using prefixes. For example, the word "servant" may be either Masculine or Feminine and we would call it Common Gender; but by prefixing the word "man" or "maid" to the noun "servant" we make the form "man-servant" which is Masculine or the form "maid-servant" which is Feminine. In a similar way by prefixing "he–" or "she–" to some nouns we may make forms in which the gender may be distinguished, as he-goat, she-goat.

124. We may also distinguish gender by the use of different words; as: boy, girl; uncle, aunt; buck, doe.

EXERCISE 93

Give the gender of each of the nouns in the following:

1. The boy found his book on his friend's desk. 2. That cow looks cross and scares the girls. 3. Our cousin came to Winnipeg during the holidays. 4. The monkeys played in the trees. 5. The stag at eve had drunk his fill. 6. The black bear climbed the pole, to the enjoyment of the children. 7. These animals belong to my uncle. 8. Jack and Jill went up the hill to fetch a pail of water. 9. Julius Caesar was a great Roman. 10. Our parents expect us to study our lessons. 11. Can a leopard change his spots? 12. The father spoke to his child and said: "Son, what shall we do today?"

EXERCISE 94

Name the gender of each of the following nouns and write the corresponding word of opposite gender: king, daughter, duke, lass, boy, lion, Jew, heir, nun, baron, drake, lord.

EXERCISE 95

Write out a list of eight nouns of each gender (masculine, feminine, and neuter). Use each in a sentence.

3. CASE

125. In the sentence "Mary has Tom's book," you will see that the three nouns have different relations or functions. Thus, "Mary" is the grammatical subject of the verb "has;" the word "Tom's" shows us that Tom is the owner or possessor of the book; and "book" is the object of "has."

126. Before the Norman Conquest, English nouns showed such relations as those given in the preceding paragraph by means of different inflected forms called CASES. Most of these inflections were discarded as the years passed, and now in Modern English we have only one inflected case left and that is the one used in denoting *possession*. The other relations and uses of the noun are now indicated, not by inflected forms, but by *position in the sentence.*

127. In the sentence "Fred found Jack's glove," we say that the grammatical subject "Fred" is in the NOMINATIVE CASE; "Jack's because it denotes possession is in the POSSESSIVE CASE; and "glove" because it is the object of the verb "found" is in the OBJECTIVE CASE.

Only by carefully noticing the *use* of the noun in the sentence can we tell whether it is the Nominative or Objective.

128. This distinction in cases is more easily recognized in Pronouns; as, *I* have *my* watch. The boy sees *me*. "I" is the Nominative Case because it is the grammatical Subject; "my" is the Possessive Case because it denotes possession; and "me" is the Objective Case because it is the grammatical object.

129. **Case is the form or use of a Noun or Pronoun to show its relation to other words in a sentence.**

130. The Nominative Case is the form or use to show the subject relation; as, The *story* pleases us.

The Possessive Case is the form or use to show possession; as, The *girl's* doll is broken.

The Objective Case is the form or use to show the object relation; as, They saw the *sunset*.

131. Prepositions also are followed by nouns or pronouns in the Objective Case, as: He came to *me*. He walked across the *bridge*. They ran towards their *mother*. We were playing with *her*.

EXERCISE 96

Point out the nouns in the nominative and objective cases in the following. Give reasons.

1. The man shot the bear. 2. The boy on snowshoes is having a good time. 3. Here comes the procession! 4. That girl is looking at the pictures. 5. Where

has your friend gone? 6. Great deeds cannot die. 7. Green pastures she views in the midst of the vale. 8. How did the boys break the window? 9. The owl awakens from her dell; The fox is heard upon the fell. 10. The fair breeze blew, the white foam flew, The furrow followed free. 11. The drawbridge dropped with a surly clang, And through the dark arch a charger sprang. 12. Sir Launfal turned from his own hard gate, For another heir in his earldom sate.

132. The Possessive Case is the only one which has change of *form* corresponding to change of relation in a sentence. Care must be taken in writing the possessive forms of nouns.

(*a*) We form the possessive singular of nouns by adding, as a rule, the apostrophe and *s* ('s). Thus, the man's hat; the lad's cart. If the singular noun ends in –s or in the sound of –s, we sometimes use only the apostrophe ('). Ease of pronunciation and sound usually decide which form to use. Thus we have: For goodness' sake; For conscience' sake; Moses' laws; Grace's books; Burns's poems; Dickens's novels.

(*b*) When the plural noun ends in –s or –es, we form the possessive by adding the apostrophe (') only; as. boys', ladies', princes'. Other plurals take the apostrophe and *s* ('s); as, men's, children's, oxen's.

(*c*) We form the possessive case of compound nouns by attaching the sign to the last word; as, mother-in-law's, brother-in-law's, son-in-law's.

(*d*) We also place the possessive sign after the last word when we wish to denote that two or more persons possess a certain thing; as, Charles and George's dog; Smith and Black's hardware store.

133. The following is a convenient way of putting down the inflections of the noun for case:

	SINGULAR	PLURAL	SINGULAR	PLURAL
NOMINATIVE	boy	boys	child	children
POSSESSIVE	boy's	boys'	child's	children's
OBJECTIVE	boy	boys	child	children

EXERCISE 97

Write down in parallel columns the nouns in the Nominative, Possessive, and Objective Cases.

1. Johnson's house was destroyed by fire. 2. Her father's voice sounded in the girl's ears. 3. The children's cries were unnoticed. 4. The bakers' shops were beset by long lines of hungry men. 5. Darnay admired Mr. Lorry's youthful spirit. 6. The guard, the coachman, and the two other passengers eyed Mr. Lorry distrustfully. 7. Perseus held up to Atlas the Gorgon's head and Atlas had rest from his toil. 8. The noise of the guns frightened the boys' mothers. 9. The men's courage filled the onlookers with pride. 10. The summer's long siege at last is o'er. 11. Near to her heart, the echoes of her child's tread came. 12. Deaf to King Robert's threats and cries and prayers, They thrust him from the hall and down the stairs.

EXERCISE 98

State whether the nouns in the possessive case in Exercise 78 are singular or plural, and, where possible, write down the other possessive.

EXERCISE 99

Write in sentences the possessives, singular and plural, of the following nouns: friend, lioness, chief, brother, king, lady, donkey, mouse, thief, wasp, tiger, fox, lass, woman, bear, father-in-law, cousin, fairy, goose, sister-in-law, solicitor-general, man-servant.

SECTION 4.—Apposition

134. Nouns sometimes explain other nouns in this fashion:

1. Milton, the *poet*, was blind.
2. I saw John, the *blacksmith*.

In sentence 1, the noun "poet" refers back to the noun "Milton" and is said to be in APPOSITION with it. In sentence 2, the noun "blacksmith" refers back to the noun "John" and is said to be in APPOSITION with it.

135. A noun may be in apposition with a pronoun, as:

I, the *man* whom you seek, am here.

In this sentence "man" is in apposition with the pronoun "I."

136. **A noun is said to be in apposition with another noun, or with a pronoun, when it refers to the same person or thing.** It is used to show more clearly who or what is meant.

137. It should be noted that nouns in apposition have the same case as the nouns or pronouns with which they are in apposition.

138. Nouns in apposition are usually pointed off with commas before and after; as,

Thompson, *the druggist*, is in Calgary.

Frequently, however, when the association is an old one there are no commas; as,

John *the Baptist* preached.
Alfred *the Great* made a treaty.

EXERCISE 100

Give the nouns in apposition in the following sentences, telling with what they are in apposition:

1. Jones, the grocer, called to-day. 2. We read about Scott, the explorer. 3. Trust in us, your friends. 4. Paul, the apostle, was a Jew. 5. William, the Conqueror, came from Normandy. 6. It was the lark, the herald of the morning. 7. Hob, the plowman, is returning. 8. Mr. Smith, our teacher, gave us, his pupils, a holiday.

SECTION 5—Parsing

139. **Parsing means telling the facts about the form and class of a word, and its relation to other words in the sentence.** It is a grammatical description of a word. We must therefore state concerning each word that we parse—

1. What part of speech it is.
2. Its classification.
3. Its inflections.
4. Its relationship to other words in the sentence (Syntax).

140. In parsing a noun we state—

1. Classification—proper
common (collective).

2. Inflection—number (singular, plural).
gender (masculine, feminine, common, neuter).
case (nominative, possessive, and objective).

3. Syntax — Its relation to other words in the sentence.

141. Let us parse the nouns in this sentence:

James found his sister's gloves in the hall.

James	noun, proper, singular, masculine, nominative, subject of "found."
sister's	noun, common, singular, feminine, possessive, possessing "gloves."
gloves	noun, common, plural, neuter, objective, object of "found."
hall	noun, common, singular, neuter, objective, object of "in."

142. We may also use this diagram:

WORD	CLASSIFICATION	INFLECTIONS	SYNTAX
James	noun, proper	singular, masculine, nominative,	subject of "found."
sister's	noun, common	singular, feminine, possessive.	possessing "gloves."
gloves	noun, common	plural, neuter, objective,	object of "found."
hall	noun, common	singular, neuter, objective,	object of "in."

EXERCISE 101

Parse the nouns in the following:

1. My sister's hat was expensive. 2. John bought apples from Mr. Thompson's brother. 3. The children watched the eagle's flight. 4. Thomas More disobeyed Henry for conscience' sake. 5. Rome was not built in a day. 6. The parents were pleased with their children. 7. Mary carried the ladies' cloaks into the hall. 8. The policemen stopped the boys' games. 9. The army marched down the streets. 10. David saw Mr. Fitch's horses as they crossed his uncle's fields and turned into the road.

SECTION 6—Classifications of Pronouns

143. Pronouns may be divided into six classes; namely: Personal, Compound Personal, Demonstrative, Relative, Interrogative, and Indefinite.

1. The Personal Pronouns

144. I told her that you saw my new book and that she might see it when she went to your home.

Make a list of the pronouns in this sentence.

Which pronouns designate the person speaking?

Which pronouns designate the person spoken to?

Which pronouns designate the person spoken of? thing spoken of?

145. Such pronouns as these are called PERSONAL PRONOUNS. Those which designate the *person* or *persons speaking* are **I, my, mine, me, we, our, ours, us.** Those which designate the *person* or *persons spoken to* are **you, thou, your, yours, thy, thine, thee.** Those which designate the *person* or *persons, thing* or *things spoken of* are **he, she, it, his, her, hers, its, him, they, their, theirs, them.**

146. The pronouns **thou, thy, thine, thee,** and **ye** are occasionally used in poetry, in sacred literature, and in prayer. They are not used in ordinary conversation.

EXERCISE 102

Select the pronouns in the following and arrange in three columns according to Sub-section 145.

1. I like his new book; he let me read it. 2. Your brother lent me his knife. 3. We left our hats in the cloakroom; we shall have to go after them. 4. The dog hurt its foot, a wheel passed over it. 5. Their horses came into our yard but they did no harm and we drove

them to the road. 6. If sinners entice thee, consent thou not. 7. Keep thy father's commandments. 8. This book is mine; where is yours? 9. The man said that the purse was his, but the lady knew that it was hers.

EXERCISE 103

Fill in the following with pronouns indicating the person speaking.

1. .....knew Jean. 2. Henry saw.....do it. 3. The man has.....book. 4. This is your book; that is..... 5. .....father gave it to.....

EXERCISE 104

Use in the following blanks pronouns that are used when the speaker includes others with him:

1. .....love Barney. 2. Barney is.....dog. 3. The men saw.....going to school. 4. .....shall go when.....work is done. 5. .....father is kind to.....

EXERCISE 105

Use pronouns referring to person or persons spoken to:

1. I saw.....going to town yesterday. 2. ..... dog is playing with.....brother. 3. Will.....call for us? 4. John fixed my pencil and..... 5. ..... hat is with mine.

EXERCISE 105

Use pronouns referring to persons or things spoken about:

1. I shouted to.....but.....did not hear me. 2. .....house is larger than Thompson's;.....built .....many years ago. 3. The dog saw Jim and..... followed.....wherever.....went. 4. We brought our books and.....had..... 5. Bob broke..... kite but borrowed.....brother's until.....own was mended.

2. The Compound Personal Pronouns

147. The Compound Personal Pronouns are formed by adding "self" or "selves" to a Personal Pronoun.

They are **myself, yourself, thyself, himself, herself, itself, ourselves, yourselves,** and **themselves.**

148. They may be used for the sake of emphasis: as "I *myself* saw him do it." "They *themselves* were to blame." "The man *himself* called for it." "The wall *itself* fell."

149. They are also used as *reflexives,* that is, the subject receives its own action: as "He deceived *himself.*" "She cut *herself.*" "You wrong *yourself.*" "We hid *ourselves.*"

EXERCISE 107

Compose sentences using the Compound Personal Pronouns 1. for emphasis, 2. as reflexives.

CAUTION: Be careful never to use the forms "hisself," "theirself," and "theirselves."

3. The Relative Pronouns

150. *Give the subordinate clauses in the following sentences:*

I saw the man *who* found it.
This is the pen *which* I need.
The song *that* she sang was plaintive.

The words "who," "which," and "that," in the above sentences, perform two duties:

(*1.*) They connect a subordinate adjective clause to the principal clause, and therefore act as *Conjunctions.*

(*2.*) They stand instead of the nouns to which they refer (and relate), and are therefore *Pronouns.* For example, "who" stands for "man;" "which" stands for "pen" and "that" stands for "song."

151. Such words are RELATIVE PRONOUNS. They relate a subordinate clause to some other noun or pronoun in the sentence. The noun or pronoun to which they refer is called the *Antecedent.* In the sentences used above the Antecedents of the Relative Pronouns are "man," "pen," and "song." Here are examples of a pronoun used as the antecedent: *He* who was present should have protested. *They* who live in glass houses should throw no stones.

152. The usual relative pronouns are: **who,** with the possessive **whose** and the objective **whom; which; what; that.**

NOTE.—Some Grammarians prefer the name Conjunctive rather than Relative.

The word "as" may be used as a Relative Pronoun provided it is preceded by "such," or "as," or "the same": This is not *such* a good book *as* I expected; *As* many men *as* came were taught; Yours is not *the same* book *as* mine.

153. *Who, whose,* and *whom* usually refer to persons; *that,* and *as* to persons or things; *which* and *what* to things only.

154. The student should notice that *what* does not seem to have an antecedent expressed. It seems to unite both antecedent and relative in itself: as, "They heard *what* was read" may be expressed "They heard *that which* was read."

EXERCISE 108

Select the relative pronouns in the following sentences and mention the antecedent of each:

1. The house in which you live is a good one. 2. That is the tree under whose shade we were sitting. 3. This is the house that Jack built. 4. The man for whom we were looking has returned. 5. The man who lived there has died. 6. He bought the horse that won the race. 7. The sun which rises in the east sets in the west. 8. Send me the money which you may have collected. 9. He remembers well what you said to him 10. We gave to him such clothing as we could spare. 11. Uneasy lies the head that wears a crown. 12. This is the same book as we had yesterday.

EXERCISE 109

Fill in the blanks with relative pronouns and give reason for your choice:

1. He deserves all.....he gets. 2. I let my horse,.....knows the way perfectly, bring me home. 3. She goes to the same school..... you do. 4. The boy found a bird.....had fallen from its nest. 5. My father.....was there did that. 6. That is the man.....house we occupy. 7. And fools,.....came to scoff, remained to pray. 8. Toll for the brave.....are no more. 9. Rome shall perish in the blood.....she has spilt. 10. I know the man.....you met.

4. The Interrogative Pronouns

155. What is the function of the italicized pronouns in the following sentences: *Who* calls? *What* did he say? *Whose* is that? *Which* do you prefer? To *whom* do you refer?

156. A pronoun that is used in asking a question is called an INTERROGATIVE PRONOUN. They are *who*, *whose*, *whom*, *which*, and, *what*.

157. *Who*, *whose*, and *whom* refer to persons; *which* refers to things; and *what* to persons or things.

158. The student should notice that when the words *whose*, *which*, and *what* are used in front of nouns they become Adjectives and are not Interrogative Pronouns. Thus: *Whose* book is this? *Which* bat did you see? *What* noise was that?

EXERCISE 110

Select the interrogative pronouns in the following sentences:

1. Who hath woe? Who hath redness of eyes? 2. This is my hat; whose is that? 3. Whom do you want? 4. Which of the boys will get the prize? 5. What did they say?

EXERCISE 111

Ask a question using each of the interrogative pronouns.

5. The Demonstrative Pronouns

159. *This* is my section, porter, and *that* is my luggage; *these* are my parcels and *those* are my valises.

In this sentence, you will notice, *this, that, these,* and *those,* are used as pronouns; and you will also notice that they point out or distinguish the nouns to which they refer. Such pronouns are called DEMONSTRATIVE PRONOUNS.

160. Notice that *this* and *these* refer to things near at hand, and *that* and *those* refer to things at greater distance.

161. The student should notice that when the words *this, that, these,* and *those* are followed by nouns they are Adjectives and are not Demonstrative Pronouns. Thus: *This* book is mine. *That* book is yours. *These* marbles are mine. *Those* marbles are yours

EXERCISE 112

Use the demonstrative pronouns in sentences of your own.

6. The Indefinite Pronouns

162. *Notice the italicized pronouns in the following sentences:*

All have come in.
I have not *any* left.
Either of them will do.
Each did his share of the work.
Someone has the key.

These pronouns are used instead of names of persons or things but they do not specify definitely the things for which they may stand. Such pronouns are called INDEFINITE PRONOUNS.

163. There are many Indefinite Pronouns. The following are the more important of them:

each	all	few	such
either	any	many	each other
neither	one	much	one another
everyone	none	several	aught
some	both	other	naught

164. The student should remember that many of these words are used as adjectives and are then not Indefinite Pronouns. Thus: *Each* book. *Either* hand. *Neither* answer. *Some* money.

EXERCISE 113

Select the indefinite pronouns in the following:

1. One does not know what to think. 2. And all was done, let others judge how well. 3. Several of my friends gave me some. 4. Few, few shall part where many meet. 5. Certain of my books are missing. 6. Ye shall flee when none pursueth you. 7. All of the boys like play. 8. Many a one has suffered through carelessness. 9. It sat upon each of them. 10. I believe neither of them.

EXERCISE 114

Fill in the blanks with indefinite pronouns:

1. ..... of the boys have skates. 2. ..... of the men were ready. 3. We bought ..... of this kind. 4. He gave presents to ..... who were there. 5. I do not believe ..... of them. 6. We found ..... in the cave by the river.

EXERCISE 115

Classify the pronouns in the following sentences:

1. This is the new hat and that is the old one. 2. I do not care who he is. 3. Let me tell you what I think. 4. Some weary themselves in seeking what they call amusement. 5. Let me know what you decide to take. 6. These are the persons to whom we are indebted for our flowers. 7. Write me what you are doing for your health. 8. Certain there were who swore to the truth of this. 9. That, father, I will gladly do. 10. It was my brother who brought the message.

11. He spent some of his time at his uncle's. 12. He read the story that you lent him. 13. It is they who do the best work. 14. The house that we passed belongs to me. 15. What is the matter with Jean? 16. She asked him and me to come. 17. I myself read his message to her.

SECTION 7—Inflection of Pronouns

165. In a preceding section we have studied the inflections of nouns for gender, number, and case. In this section we shall take up the Inflection of Pronouns.

1. The Personal Pronouns

166. An easy way to show these inflections for the Personal Pronouns is to tabulate them as follows:

First Personal Pronouns

	Singular	Plural
Nominative	I	we
Possessive	my, mine	our, ours
Objective	me	us

167. Strictly speaking, these are not inflections of the pronoun I because different words are used for the various cases, but they perform the same function as inflections.

168. It must be noted that the plural of the First Personal Pronoun refers to the person speaking and some one or more besides.

169. The possessives *my*, *mine*; *our*, *ours* are used in different ways; thus:

"*My* book is on the table." "This book is *mine*."
"*Our* hats are here." "These hats are *ours*."

We use *my* and *our* before nouns; *mine* and *ours* after verbs.

170. It is interesting to note that the editor of a paper uses the plural forms when writing his own views:

"*We* think *our* argument is sound."

EXERCISE 116

Write eight sentences, using all the case forms of the first personal pronoun.

EXERCISE 117

Fill in the blank spaces with the proper form I *or* **me.** *Give reasons.*

1. Who did that? .....
2. She is as tall as .....
3. He came with you and .....
4. Ethel is bigger than .....
5. It is .....
6. The teacher was talking to Jack and .....
7. He thought it was ..... who had done that.
8. Which of us should go, you or .....?
9. Harry and ..... were walking down the street.
10. They kept Tom and ..... for an hour.
11. Mother will divide the money between you and.....
12. The man called Jessie and .....

EXERCISE 118

Fill in the blank spaces with the proper form **we** *or* **us.** *Give reasons.*

1. They have asked that ..... do this.
2. He came to see .....
3. It is .....
4. Shall ..... go now?
5. He gave ten apples to ..... boys.
6. ..... girls are fond of cooking.
7. Between our friends and ..... there was a valley.
8. Those boys are smaller than .....
9. They are as brave as .....
10. The men thought it was ..... who had broken the window.
11. The principal was strict with ..... girls.
12. He knew it to be .....

Second Personal Pronouns

171. The inflections of the Second Personal Pronouns may be tabulated as follows:

	Singular	Plural
Nominative	thou	you (ye)
Possessive	thy, thine	you, yours
Objective	thee	you

172. In ordinary English we use the plural forms whether we are speaking to one person or to more than one; and we use the plural form of the verb as well: "Are *you* coming, Jack?" "We see *you*, Mary." "Are *you* there, my boy?"

173. In poetry, however, we find that the singular forms are used:

"Blow, blow, *thou* winter wind:
Thou art not so unkind,
As man's ingratitude."

174. The singular number is also used in the Bible and in prayers:

"*Thou* shalt not steal." "*Thy* will be done."

175. The members of the Society of Friends also use the singular number in their conversation and in writing.

176. The nominative plural form *ye*, which was the original nominative in our language, is found in poetry and in the Bible.

(*a*) *Ye* banks and braes o' bonnie Doon,
How can *ye* bloom sae fresh and fair?

(*b*) *Ye* shall walk after the Lord your God and obey Him.

177. The possessives *thy, thine; your, yours*, are used like the possessives of the First Personal Pronoun: "*Your* coat is torn." "This picture is *yours*."

178. The First and the Second Personal Pronouns are not inflected for gender, as the sex of the person speaking or of the person to whom one is speaking is supposed to be known:

(a) The boy said, "I shall go now." "I" is of masculine gender as it refers to "boy."

(b) "You have done well, Hazel." "You" is of feminine gender because it refers to "Hazel."

EXERCISE 119

Write sentences using the case forms of the second personal pronoun employed in ordinary writing or conversation.

Third Personal Pronouns

179. The Third Personal Pronouns are used when we are speaking or writing about persons or things. They must vary then in number and gender.

180. The inflection is as follows:

	Singular			Plural
	Masculine	Feminine	Neuter	All Genders
Nominative:	he	she	it	they
Possessive:	his	her, hers	its	their, theirs
Objective:	him	her	it	them

181. Care must be taken *never* to use the apostrophe in writing the possessives of the personal pronouns; whereas in writing the possessives of nouns, we should *always* use the apostrophe: "The *man's* hat has fallen into the lake; look at *its* appearance now."

The word *It's* always means *It is.*

EXERCISE 120

Insert the proper form **she, her,** *in the following blank spaces. Give reasons.*

1. It is.....
2. We were speaking to her friend and.....
3. I am shorter than.....
4. Between you and ....., you have done the work quickly.
5. They were laughing at..... .....and Mary.
6. Is Fred as tall as.....?
7. Was it.....or her sister?
8. .....promised to come.
9. The boys were teasing Helen and.....
10. If I were....., I should stay home.
11. The family were invited,..... .....among the rest.
12. Have you and..... .....brought your books?

EXERCISE 121

Insert the proper form, **he, him,** *in the blank spaces. Give reasons.*

1. It is.....
2. They ran after the other boy and..... .....
3. The boy said it was.....who had done the carving.
4. .....hoped to see them.
5. The bear was chasing.....and me.
6. Between his cousin and....., there is little difference.
7. His sister is as tall as.....

8. Who is the heavier, Harry or.....?
9. Why have you and.....quarrelled?
10. When do you expect to meet.....?
11. .....it was who saved the child.
12. Where will.....go, when.....leaves here?

EXERCISE 122

Insert the correct form **they, them,** *in the blank spaces. Give reasons.*

1. Was it.....or some others who did that?
2. We knew it to be.....as soon as we saw.....
3. .....we left behind as.....were not ready.
4. I think it is.....whom we wish to see.
5. Which group will do this work, you or.....?
6. Who are.....?
7. Shall we give it to you or to.....?
8. Between.....and their friends, nothing will be accomplished.
9. He ran after.....when he heard.....shout.
10. .....that sow in tears, shall reap in joy.
11. Who are right? You or.....?
12. We are uncertain whether it is.....or not.

2. The Compound Personal Pronouns

182. These pronouns have only two forms for singular and plural, there being no distinction between the nominative and objective cases. Thus: He *himself* did it (Nominative); He hurt *himself* (Objective); They did it *themselves* (Nominative); They hurt *themselves* (Objective).

183 The following are the inflections for number:

Singular	Plural
Myself	Ourselves
Thyself, Yourself	Yourselves
Himself, Herself, Itself	Themselves

EXERCISE 123

Use in sentences *the compound personal pronouns.*

3. The Relative Pronouns

184. Most of the Relative Pronouns which have been studied in sub-sections 150-154 have no inflections; *e.g.*, that, what, which.

185. Notice, however, the following sentences:

"This is the man *who* met us yesterday."

Who is nominative case, subject of the verb *met.*

"Here is the boy *whose* book was lost."

Whose is possessive case.

"We again met the girls *whom* we saw last night."

Whom is objective case—as the object of the verb "saw."

The inflections of the relative pronoun 'who' may be tabulated as follows:

	Singular and Plural
Nominative	who
Possessive	whose
Objective	whom

186. The relative pronoun *who* may be either masculine or feminine, and first, second, or third person. For example:

I, who do this, am your friend.
You, whose voices we hear, are too noisy.
The people, whom we saw to-day, are old friends.

EXERCISE 124

Insert in the blank spaces the proper case forms of the relative pronoun **who**. *Give reasons.*

1. There is the boy.....won the race.
2. We were reading about Scott.....we greatly admire.
3. The girl.....did that deed was very brave.
4. The student of.....we were speaking has done well.
5. There is no one.....I like better.
6. The woman.....purse was lost has found it.
7. He.....would succeed must work.
8. The man from.....we bought the piano has left the city.
9. The boy.....works on the farm is strong and sturdy.
10. Is it your chum.....skated so well?

11. Those men.....books we enjoy were once students like ourselves.
12. The girl met her mother for.....she had been waiting.
13. We asked the man.....car was damaged to tell us about the accident.
14. The boys to.....we wrote have not replied as yet.

EXERCISE 125

Write nine sentences using **who, whose, whom** *in three each.* (Try to vary the sentences.)

4. The Interrogative Pronouns

187. The Interrogative Pronoun **who** is inflected exactly as the Relative Pronoun.

	Singular and Plural
Nominative	who?
Possessive	whose?
Objective	whom?

Who are they? *Whose* is that book? *Whom* do you expect to see? To *whom* does this coat belong?

EXERCISE 126

Write six sentences using the interrogative pronoun **who** *in its three case forms.*

5. The Demonstrative Pronouns

188. The Demonstrative Pronouns *this, that,* are inflected for number only. Thus:

This is yours. *That* is mine.
These are hers. *Those* belong to him.

6. Indefinite Pronouns

189. The Indefinite Pronoun *one* is inflected for the possessive case by adding apostrophe and *s*,—*one's*. The plural is formed by adding *s*,—*ones*. Thus we may say: "Are those apples good? Here are some better *ones*."

Each other, *one another*, *anybody*, *everybody*, are inflected for the possessive case in the regular way: The two lads carried *each other's* books. Bear ye *one another's* burdens. *Everybody's* business is nobody's business.

SECTION 8—Parsing of Pronouns

190. In parsing a pronoun we state—

1. Classification—Personal
   Compound Personal
   Relative
   Interrogative
   Demonstrative
   Indefinite

2. Inflection—Number
   Gender
   Case

3. Syntax—Its relation to other words in the sentence.

191. *Let us parse the pronouns in this sentence:*

He could not find his money which was lost.

He	pronoun, personal, third, singular, masculine, nominative, subject of "could find."
his	pronoun, personal, third, singular, masculine, possessive, possessing "money."
which	pronoun, relative, third, singular, neuter, nominative, subject of "was lost," relating to its antecedent "money."

192. We may also use this form:

Word	Classification	Inflections	Syntax
He	pronoun, personal,	third, singular, masculine, nominative,	subject of "could find."
his	pronoun, personal,	third, singular, masculine, possessive,	possessing "money."
which	pronoun, relative,	third, singular, neuter, nominative,	subject of "was lost," relating to its antecedent "money."

EXERCISE 127

Parse the pronouns in the following sentences:

1. These are the men, some of whom visited us yesterday. 2. It was told him that the people had fled. 3. His praise is lost that waits till all commend. 4. It is time to go. 5. I who speak to thee am he. 6. Whatever you do, don't do that; what is done cannot be undone.

REVIEW OF NOUNS

1. Into what two classes are nouns divided? Give five examples of each in sentences.

2. How do we distinguish the two classes?

3. What do we mean by *inflection?*

4. Define the term *number.*

5. What are the three ways of forming plurals of nouns? Give three examples of each.

6. Write the plurals of the following nouns: brother, father-in-law, rush, spoonful, gas, negro, mongoose, jealousy, grandchild, alley, ally, reef, flash-light, lieutenant-governor, phenomenon, analysis.

7. In what two ways are nouns inflected for *gender?* Give two examples of each.

8. In what other way do we mark gender? Give two examples.

9. Define the term *case.* What are the three cases? Write one or more sentences using the three cases.

10. What are the general rules for forming the possessive case of nouns?

11. Write the possessives, singular and plural, of each of the following nouns: lion, nephew, niece, grandmother, lord, nobleman, brother-in-law, grocer, lass, infant, historian.

12. What is meant by the term *parsing?*

REVIEW OF PRONOUNS

1. Classify the different kinds of pronouns.

2. What do we mean by the antecedent of a pronoun?

3. Inflect the first, second, and third personal pronouns.

4. What difference do you notice between the possessives of nouns and the possessives of personal pronouns? Write two sentences illustrating that difference.

5. How are compound personal pronouns formed? Give four examples, in sentences, of the compound personal pronouns.

6. What is meant by an interrogative pronoun? Give two examples in sentences.

7. Is the word *which* an interrogative pronoun in the following: Which book did you bring?

8. Write a definition of a demonstrative pronoun. Use the words, this, these, that, those, as pronouns, and as adjectives.

9. Inflect the relative pronoun "who."

10. What are the chief differences in the use of who, which, that? Give examples in sentences to show these differences.

11. Make a list of the principal indefinite pronouns.

12. Write sentences showing the difference in the use of *each other* and *one another*.

EXERCISE 128

Parse the nouns in the following sentences:

1. The boy's coat fell into the river. 2. These

ladies are looking at the swimmers. 3. The books on the table were read by the doctor's children. 4. The cattle were standing in the lake. 5. Have the men found their friends? 6. The ceiling of this room is high. 7. The birds were singing in the trees.

EXERCISE 129

Classify the pronouns in the following sentences:

1. Bear ye one another's burdens. 2. All of the boys had their books. 3. Who is that tall man who is standing near your cousin? 4. That is the explorer of whom we have just been talking. 5. Whom do you think I saw? 6. Has each of the girls her skates? 7. The two boys hurt themselves by running into each other. 8. Why have they done this? 9. Which of the two women is your mother? 10. The book that was lost has been found by my sister. 11. The game about which they talked so much, was a poor one.

EXERCISE 130

Parse the pronouns in the first five sentences in the preceding exercise.

SECTION 9—Classification of Adjectives

193. Adjectives may be divided into three classes: *Qualitative, Quantitative, and Demonstrative.*

194. In describing a thing we may speak of its *quality* and answer the question "What kind of?": *good* boys; *happy* dreams; *fresh* milk; a *ploughed* field. Such Adjectives as "good," "happy," "fresh," and "ploughed" are called QUALITATIVE ADJECTIVES.

195. Again, we may speak of the *quantity* or *number* of objects and answer the questions "How many?", "How much?": *three* horses; *many* people; *no* money; *every* tree; *much* milk. Such Adjectives as these are called QUANTITATIVE ADJECTIVES.

196. We may also by the use of some Adjectives *point out* or draw attention to the thing about which we are thinking and answer the question "Which?": *this* book; *that* tree; *yonder* hill; *those* flowers; *these* desks. Such Adjectives are called DEMONSTRATIVE ADJECTIVES.

197. The little words "a," "an," and "the" are called ARTICLES. You may put them with the Demonstrative Adjectives.

EXERCISE 131

Classify the adjectives in the following sentences and tell what they modify:

1. James is a clever boy. 2. The tall man struck his head. 3. Tom has a large book. 4. I have five dollars. 5. Forty rods make one furlong. 6. Few people saw the strange sight. 7. That man was happy. 8. She is pretty. 9. They will be kind. 10. It was an old mansion. 11. That boy seems ill. 12. The day was cold and dark and dreary. 13. The cat caught seven

mice. 14. Few men ventured out. 15. All roads lead to Rome. 16. The boy's face was bright. 17. The foolish man would not follow wise advice. 18. The largest apples are in the third barrel. 19. The brave man saved the drowning woman.

EXERCISE 132

1. What *kind* of pudding do you like best? Write down five adjectives of Quality to describe the *kind* of pudding.

2. How *many* currants were in the last Christmas pudding you had? Write down five adjectives of *quantity* to describe the number of currants. (Be careful not to use the phrase "a lot of".)

3. How *much* sugar do you take in your tea? Write down five adjectives of *quantity* to describe the *amount* of sugar.

4. *Which* toys do you like best? Write down five *demonstrative* adjectives to *point out* the toys.

198. When an adjective stands close to the noun which it modifies it is said to be ATTRIBUTIVE. Thus: The *savage* dog bit him. He was a *cruel* man.

199. When, however, the adjective is used as a *complement* and helps to form the predicate as well as modify the subject it is said to be PREDICATIVE. Thus: The dog was *savage*. The man is *cruel*.

EXERCISE 133

Say whether the adjectives in the following are attributive or predicative in their use:

1. I had such a curious dream. 2. Where are your tall pines? 3. The king was indignant. 4. The miserable fellow ran away with it. 5. The play was delightful. 6. The piper was tall and thin. 7. Fierce was the fight. 8. We had much grass for the horses. 9. The little fellow was sad and lonely. 10. How handsome are your gauzy wings! 11. We heard the sweet bells over the bay. 12. Some apples are rosy.

EXERCISE 134

Write five sentences containing adjectives used attributively and five with adjectives used predicatively.

EXERCISE 135

Choose from your literature:

1. Ten qualitative adjectives.
2. Ten quantitative adjectives.
3. Ten demonstrative adjectives.

SECTION 10—Inflection of Adjectives

200. Two adjectives are inflected for number; **this** with the plural form **these**, and **that** with the plural form **those**. As:

This book is not mine.	*That* hat is hers.
These books are yours.	*Those* hats are ours.

201. Care must be taken not to confuse the adjectives, **this, that, these, those** with the same words used as pronouns.

This coat is too big for me, (Adjective).

This is surely not mine, (Pronoun).

EXERCISE 136

Write eight sentences using the words **this, that, these, those** *as adjectives and as pronouns.*

202. Adjectives are also inflected for purposes of comparison.

For example, we may say: One boy is *tall;* another is *taller*; and a third boy is *tallest.*

The adjective *tall* denotes a quality: *taller* shows that the second boy has more of the quality or has it in a greater degree. The word *tallest* shows that the third boy has the most of the quality or has it in the greatest degree.

Again we may refer to one girl as *happy*; to another girl as *happier;* and to a third girl as *happiest.* These words show various *degrees* of happiness.

Comparison is a change in the form of an adjective to indicate differences of degree in quality or quantity.

203. The adjective in its simple or ordinary form is said to be in the Positive Degree.

large, small

The form of an adjective that shows an object as having more or less of a certain quality is called the Comparative Degree.

larger, smaller

The form of an adjective that shows an object as having the most or the least of a certain quality is called the Superlative Degree.

largest, smallest

204. The following tabulated form will be found useful:

Positive	Comparative	Superlative
big	bigger	biggest
lazy	lazier	laziest
fat	fatter	fattest
angry	angrier	angriest

205. Many adjectives, especially those of one syllable, are compared by adding to the Positive *-er* and *-est* to form the Comparative and the Superlative Degrees respectively.

206. There are some adjectives, however, which are compared by using the adverbs *more* and *most*, or *less* and *least*: Thus:

Positive	Comparative	Superlative
splendid	more splendid	most splendid
interesting	more interesting	most interesting
dissatisfied	more dissatisfied	most dissatisfied
important	less important	least important

207. It is largely a matter of taste whether we shall form the comparative and superlative by adding *-er* and *-est* or by using the adverbs *more* and *most*.

EXERCISE 137

Compare the following adjectives: fair, strong, careful, beautiful, pretty, glorious, tired, severe, wicked, honest, weak, courageous, kind, pleasant, credulous, crazy.

208. Some adjectives are compared irregularly as follows:

Positive	Comparative	Superlative
good, well	better	best
little	less	least
bad, evil, ill	worse	worst
far	farther	farthest
old	older, elder	oldest, eldest
late	later, latter	latest, last
many, much	more	most
near	nearer	nearest, next

209. There are certain qualitative adjectives which cannot be compared: wooden, eternal, perfect, oblong, full possible.

210. Uses of the Comparative and Superlative Degrees:-

1. The Comparative Degree is to be used, when we compare *two* things only.

He is *shorter* than his brother.

2. The Superlative Degree is to be used when we compare more than two things.

This is the *largest* apple I could find.

EXERCISE 138

Use in sentences the comparative degree of the following adjectives: cheerful, busy, brave, vigorous, bold, manly.

EXERCISE 139

Use in sentences the superlative degree of the following adjectives: poor, probable, young, bright, weary, careless.

SECTION 11—Parsing of Adjectives

211. In parsing an adjective we state—

1. Classification—Qualitative
   Quantitative
   Demonstrative.

2. Inflection— Comparison (positive, comparative superlative.)

3. Syntax— Relation to other words in the sentence.

212. Let us parse the adjectives in this sentence:

This little girl is more earnest than her cousin.

This	adjective, demonstrative, no degree, attributive, modifying "girl".
little	adjective, qualitative, positive, attributive, modifying "girl".
more earnest	adjective, qualitative, comparative, predicative, modifying "girl".

213. We may also use this diagram:

Word	Classification	Inflection	Syntax
This	adjective, demonstrative,		attributive, modifying "girl".
little	adjective, qualitative,	positive,	attributive, modifying "girl".
more earnest	adjective, qualitative,	comparative,	predicative, modifying "girl".

EXERCISE 140

Parse the adjectives in the following sentences:

1. The eloquent speaker pleaded for greater devotion to the holy cause. 2. He bent his head in a most courtly manner. 3. The best pupil is not here. 4. That boy has made the fewest errors. 5. You may fall into greater danger. 6. The miserable shop of the woodsawyer was small. 7. The staunch old gentleman was in his customary place. 8. The lowest, cruelest, and worst people were holding the trial.

SECTION 12—Classification of Adverbs

214. The following are the main classes of Adverbs: Time, Place, Manner, and Degree.

215. Adverbs that show *when* an action is done are called ADVERBS OF TIME. In the sentence, "I called yesterday," "yesterday" is an ADVERB OF TIME modifying the verb "called".

Other ADVERBS OF TIME are: now, formerly, today, soon, late.

216. Adverbs that show *where* an action is done are called ADVERBS OF PLACE. In the sentence, "The sailor went below," "below" is an ADVERB OF PLACE modifying the verb "went."

Other ADVERBS OF PLACE are: there, everywhere, yonder, hence, before, forward, far.

217. Adverbs that show *how* an action is done are called ADVERBS OF MANNER. In the sentence, "The dog barks loudly," "loudly" is an ADVERB OF MANNER modifying the verb "barks."

Other ADVERBS OF MANNER are: fast, quickly, suddenly, well, easily.

218. Adverbs that show *how much* or *how many times* are called ADVERBS OF DEGREE. In the sentence, "We seldom see him," "seldom" is an ADVERB OF DEGREE modifying the verb "see." In the sentence, "The stone is very hard," "very" is an ADVERB OF DEGREE modifying the adjective "hard."

Other ADVERBS OF DEGREE are: almost, scarcely, quite, nearly, once, very, barely.

219. The words "not" and "never" in such sentences; as,

I shall *not* go.
He *never* sent the money

may be called NEGATIVE ADVERBS.

EXERCISE 141

Select the adverbs in the following, state their classes and tell what they modify:

1. He wrote the letter hurriedly. 2. I am now much better. 3. John left quite lately for Saskatoon, but he will soon return. 4. My cousin lodged there. 5. The agent called again. 6. The child was very little hurt. 7. The sick man has almost completely recovered. 8. The birds are flying rapidly. 9. The soldier was badly wounded. 10. The fire is burning brightly. 11. Larks sing sweetly. 12. My sister will come presently. 13. The boy held his hand thus. 14. The merchant was exceedingly annoyed. 15. Your father is certainly alive. 16. Go hence. 17. We look before and after. 18. There he was safe. 19. Day will soon break. 20. The ship sailed yesterday. 21. The soldier never returned. 22. Duncan comes here to-night. 23. The girls write very well. 24. The tired traveller slept soundly. 25. The preacher spoke earnestly. 26. I thrice presented him a kingly crown. 27. The corn increased thirty-fold. 28. I felt sadly weary. 29. The sun

was terribly hot. 30. Are you so glad? 31. You are not sufficiently careful. 32. I knew him very slightly. 33. We felt much obliged. 34. We have only just now heard the news. 35. Bob is far too fond of sport. 36. Slowly and sadly we laid him down.

EXERCISE 142

Compose six sentences containing adverbs of time; six with adverbs of place; six with adverbs of manner; and six with adverbs of degree. Underline the adverbs.

SECTION 13—Inflection of Adverbs

220. Adverbs are inflected for purposes of comparison. The Inflections are the same as in the comparison of Adjectives (sub-section 202-210). For example:

POSITIVE	COMPARATIVE	SUPERLATIVE
hard	harder	hardest
quickly	more quickly	most quickly
well	better	best
eager	less eagerly	least eagerly

EXERCISE 143

Write sentences using the comparative and superlative degrees of the following adverbs: late, happily, soon, badly, crossly, fast, boldly.

SECTION 14—Parsing of Adverbs

221. In parsing an adverb we state:

1. Classification.
2. Inflection (if any).
3. Syntax.

Examples:

1. These words struck me *most forcibly.*
2. He is *very* sick.

most forcibly | adverb, manner, superlative, modifying "struck."

very | adverb, degree, not compared, modifying "sick."

222. The ruled form may also be used as in the former parts of speech.

EXERCISE 144

Parse the adverbs in the following sentences:

1. He is decidedly lazy. 2. They are working slowly. 3. The man spoke most eloquently. 4. They went forward very cautiously. 5. The book has been read carefully.

EXERCISE 145

Parse the nouns, pronouns, adjectives, and adverbs in the following:

1. Darnay's bloated gaoler, who wore spectacles, looked over them and then read the names of all the prisoners.

2. They hurriedly put Darnay into a large chair which they had among them. 3. A handsome, peasant boy lay on some hay. 4. Some thick old hangings had been lately nailed up before the windows.

REVIEW OF ADJECTIVES

1. Into what classes are adjectives divided? Give two examples of each kind in sentences.

2. What name do we give to the words a, an, the?

3. Which two adjectives are inflected for number? Give the inflections.

4. (*a*) What are the three degrees of comparison of adjectives? (*b*) Give the rules for the regular comparison of adjectives. (*c*) Compare the adjectives: indifferent, swift, jolly, hopeful, gorgeous, satisfactory, sad.

5. What is wrong with the following sentence? He is the best of the two brothers.

6. Compare the following adjectives, if possible: many, good, ill, everlasting, far, impossible.

7. Use in sentences the following words as adjectives and as pronouns: which, each, few, several, many, much.

EXERCISE 146

Parse the adjectives in the following sentences:

1. They were most influential. 2. The wealthiest man may not be the happiest. 3. Those good pupils will pass

all their examinations. 4. We are taller than these girls. 5. They have much happiness in store. 6. Empty vessels make the loudest noise.

EXERCISE 147

Classify the adjectives in the following sentences as qualitative, quantitative, or demonstrative:

1. A red plush curtain half-covered the old oak door. 2. Roses are red and violets are blue. 3. Give me apples that are sweet. 4. Hard was the way and long the road. 5. Fifteen men were there. 6. Much noise came from the little school. 7. He blew a blast both loud and shrill. 8. The green fields are beautiful in the morning sun. 9. Six days shalt thou labour. 10. One story is good until another story is told. 11. This apple is to be given to that little girl. 12. Those oranges are riper than these lemons. 13. All men are mortal.

REVIEW OF ADVERBS

1. What is an adverb?
2. Classify adverbs, giving two examples of each.
3. How are adverbs compared?
4. Write the other degrees of comparison of the following adverbs: nearest, better, longingly, further, more, earnestly, worse, little, hopefully.
5. Write four sentences using the adverb *only*.

EXERCISE 148

Parse the adverbs in the following sentences:

1. The horse ran much faster than the pony. 2. The boy spoke very well. 3. My old friend is quite ill. 4. He was not there at noon. 5. They were decidedly puzzled by his conduct. 6. They will surely succeed if they work hard. 7. They have called once or twice on their neighbors. 8. They waited patiently for several hours. 9. The man spoke most vigorously about the tariff.

SECTION 15—Classification of Verbs

223. The verb is a very important part of speech; some people say that it is the most important. We, therefore, must study it carefully. To understand the many varieties of action and of being which it may express we must learn several distinctions or classifications as well as inflections. Let us now consider the classes of verbs.

Verbs may be divided into three main classes: 1. *Notional Verbs*; 2. *Copula Verbs*; 3. *Auxiliary Verbs.*

224. **A Notional Verb is one that expresses a full meaning of its own.** In the sentence, "He *has* ten horses," "has" is a NOTIONAL VERB because it expresses the notion or idea of "possessing" something. In the sentence "A bear *was shot* yesterday," "was shot" is a NOTIONAL VERB

because it expresses the notion or idea of "shooting" something.

225. **A Copula Verb is one that couples or joins the subject with its complement.** In the sentence, "The boat *is* a destroyer," no action is performed on anything; the verb "is" is a COPULA VERB because it merely asserts the relation between the subject "boat" and its complement "destroyer." In the sentence, "He *remained* silent," "remained" is a COPULA VERB because it asserts a connection between the two notions represented by "He" and "silent."

226. **An Auxiliary Verb is one that is used to help another verb to complete its idea.** In the sentence, "He *has* been ill to-day," "has" expresses no notion of its own but *helps* to make up the verb phrase, "has been." It has, for the time being, discarded its proper sense of possession in order to *help* the other verb to express its fuller idea. Similarly, in the sentence, "He will shoot a bear," "will" is used to make up the verb phrase "will shoot." It has for the time being laid aside its proper meaning of "willing" and helps another verb to express a fuller idea.

1. THE NOTIONAL VERBS

227. Most of our verbs belong to this class. They are divided into two sub-classes, *a.* Transitive; *b.* Intransitive.

228. *Examine the verbs in the following sentences:*

1. The torpedo *sank* the boat.
2. The boat *was sunk* by a torpedo.

In the first sentence the noun "torpedo" names the subject which performs the act; the verb "sank" asserts the action; the noun "boat" names the object which receives the action. In the second sentence the noun "boat" which in the first sentence was the *object* has become the *subject*, but instead of performing the act it receives the action asserted by the verb *was sunk;* the doer, a torpedo, has become the object of the preposition "by." The verbs "sank" and "was sunk" are called TRANSITIVE VERBS.

229. **A Transitive Verb is one which indicates an action directed towards an object.** Thus: Mary *sings* a song. He *had* a book. I *bought* a farm. The window *was broken* by Tom. The farm *was sold* by the agent.

230. *Examine the verbs in the following sentences:*

The boat *sank*.
Mary *sings* sweetly.

In the first sentence the noun "boat" names the subject which performs the act, and the verb "sank" asserts the action; there is no object. In the second sentence the noun "Mary" names the subject which performs the act, and the verb "sings" asserts the action; there is no object; "sweetly" is an adverb modifier of "sings." The verbs "sank" and "sings" are called INTRANSITIVE VERBS.

231. **Intransitive Verbs express (1) a state, or (2) an action not directed towards an object.** Other examples are: John *works* well. Glass *breaks* easily. Iron frequently *rusts*.

232. Some verbs may be transitive or **intransitive** according to their use in a sentence.

TRANSITIVE	INTRANSITIVE
Mary *boils* the potatoes.	Water *boils.*
He *reads* an interesting story.	He *reads* well.
He *opens* the door.	School *opens* early.

EXERCISE 149

Classify the verbs in the following sentences as transitive or intransitive:

1. The boy broke a window. 2. I ran swiftly towards the goal. 3. The wedding guest sat on a stone. 4. The sun came up upon the left. 5. I watched the water-snakes. 6. Soon I heard a roaring wind. 7. Mary received the money. 8. The chief's eye blazed. 9. The birds sing in the orchard trees. 10. Call the cattle home. 11. The beasts of the field chose the lion. 12. The bell is ringing. 13. The boy was seen on the street. 14. The girl is singing. 15. She is singing an old ballad. 16. The money was paid the man. 17. She read "Robinson Crusoe." 18. The clock is striking. 19. The smith is striking the iron. 20. James and his sister are playing in the field; Mary is playing the piano.

EXERCISE 150

Make sentences using the following verbs **transitively:**

1. kill. 2. kicked. 3. stole. 4. saw. 5. heard. 6. touch. 7. buy. 8. gave. 9. borrowed. 10. have.

EXERCISE 151

Make sentences using the following verbs **intransitively:**

1. sleep. 2. knocked. 3. walked. 4. lie. 5. bark. 6. went. 7. ride. 8. cry. 9. roars. 10. grows.

EXERCISE 152

Make sentences using the following verbs, **1. transitively, 2. intransitively:**

1. walked. 2. eat. 3. run. 4. broke. 5. fill. 6. spread. 7. rest. 8. steals. 9. flew. 10. pours.

2. The Copula Verbs

233. The Copula Verb cannot form a complete predicate without a noun, adjective, or other word as a complement. The following are some of the main copula verbs: *be, seem, look, become, appear, remain, grow.* Thus: Iron *is* heavy. John *became* famous. James *seems* tired.

234. It must be noted that some of these verbs may also be used as notional verbs. Thus:

Copula	Notional
She *looks* happy.	They *looked* for it.
He *appeared* eager.	He *appeared* around the corner.
They *grew* weary.	The farmer *grows* wheat.

3. The Auxiliary Verbs

235. *Examine the following sentences:*

1. I shall laugh. 2. I shall be laughing. 3. I am laughing. 4. I was laughing. 5. I have laughed. 6. I had laughed.

The main verb, called the notional verb, in each of the above sentences is the verb "laugh." The other verbs which help to form the various predicates are called AUXILIARY (that is, "helping") VERBS.

236. Most of our verbs are notional. As a matter of fact, out of our thousands and thousands of verbs there are just a few which are called AUXILIARIES. These, however, are exceedingly important because without their help the other verbs could not do their work fully.

237. There are six auxiliary verbs: be, have, shall, will, may, and do. These, however, have several forms the most important of which are as follows:

Be (am, is, was, were, are).	Will (would).
Have (has, had).	May (might).
Shall (should).	Do (does, did).

238. When the bare predicate consists of two or more words, it is made up of one or more auxiliaries and a notional or copula verb. Thus;

1. I *have bought* the house.
2. John *will have read* six books.

In sentence 1, the auxiliary is "have" and the notional verb is "bought;" and in sentence 2, the auxiliaries are "will have," and the notional verb is "read." Such groups as "have bought" and "will have read" may be called VERB PHRASES.

239. The auxiliary verb is frequently separated from the rest of the verb phrase by other words, as: I *shall* not *go*. *Have* you *written* the letter?

EXERCISE 153

Name the copula and auxiliary verbs in the following sentences:

1. James has broken a window. 2. The news was brought from England. 3. Thy ransom I will freely give. 4. He will not give an inch of ground. 5. I could have won a prize if I had worked hard enough. 6. The sound had almost died away. 7. My uncle is writing a letter. 8. They will surely all be killed. 9. He has remained quiet for some time. 10. Are you going for a walk? 11. Will you be cycling this afternoon? 12. James appeared very thoughtful. 13. I shall never again be sitting here. 14. They have seen the ships at a distance. 15. The boys have been playing marbles. 16. The news was old.

SECTION 16—The Principal Parts

240. **The Principal Parts of a verb are those forms by means of which the various inflections of the verb are developed.** There are three Principal Parts: **Present Tense, Past Tense,** and **Past Participle.**

Present Tense	Past Tense	Past Participle
I *write* now.	I *wrote* yesterday.	I have *written.*
I *work* now.	I *worked* yesterday.	I have *worked.*

The Principal Parts can be put down in this manner:

Present Tense	Past Tense	Past Participle
move	moved	moved
see	saw	seen
do	did	done
write	wrote	written

We can usually tell these by noting the forms we would use in filling the blanks in the following:

	Present	Past	Past Participle
	I ..... now.	I ..... yesterday.	I have.....
Thus,	I *run* now.	I *ran* yesterday.	I have *run*.

EXERCISE 154

Give the principal parts of the following verbs:

1. arise.	2. bake.	3. begin.	4. bend.	5. blow.
6. catch.	7. choose.	8. fight.	9. dream.	10. eat.
11. feel.	12. freeze.	13. have	14. hear.	15. hold.
16. seek.	17. laugh.	18. sing.	19. lead.	20. lend.

SECTION 17—The Conjugations

241. Verbs are divided into two great classes called Old and New Conjugations. The method of forming the Past Tense is the basis on which this classification is made.

1. Note the following sentences:

I *come* at once.	I *came* yesterday.
They *swim* well.	They *swam* the channel.
We *begin* here.	We *began* yesterday.

242. You will notice that to form the Past Tense we have changed the vowel of the Present. No other change was needed; that is, "come" is changed to "came," "swim" to "swam," and "begin" to "began."

243. Verbs which form their Past Tense in this way belong to the Old Conjugation.

2. Note the following sentences:

I *hope* to come.	I *hoped* to see you.
We *help* mother.	We *helped* her on Saturday
They *dwell* in Winnipeg.	They *dwelt* in Ontario.

244. You will notice that to form the Past Tense we have added *-d, -ed,* or *-t* to the Present; that is "hope" is changed to "hoped," "help" is changed to "helped," and "dwell" to "dwelt." Verbs which form the Past Tense in this way belong to the NEW CONJUGATION.

245. NOTE: 1. Many Grammars call these classes *Strong* and *Weak* Conjugations. 2. In the appendix will be found a list of some of the main verbs of the Old and New Conjugations. 3. The word " Conjugation" is also used to mean *the regular arrangement of all the inflections of the verb.*

EXERCISE 155

Tell to which conjugation belong the verbs of Exercises number 34 and 35.

SECTION 18—Inflection of Verbs

1. VOICE

246. *Examine the verbs in the following sentences:*

1. Jack saw the bear. The bear was seen by Jack.
2. The men cut the wood.
   The wood was cut by the men.
3. The girls are cooking dinner.
   Dinner is being cooked by the girls.
4. Mother has baked a cake.
   A cake has been baked by mother.

The sentences in the first and second columns have the same meaning but they differ in structure.

The subjects of the sentences in the first column represent the persons who do certain actions (seeing, cutting, cooking, baking). On the other hand, the grammatical subjects in the second column represent the objects upon which the actions are done.

247. When the subject of a transitive verb represents the "doer" of an action, the verb is said to be in the Active Voice. He *studies* his lesson. The dog *bit* the calf.

248. When the subject of the verb represents the object which receives an action, the verb is said to be in the Passive Voice. The lesson *is studied* by him.

EXERCISE 156

Tell whether the verbs in the following sentences are in the active or the passive voice. Give reasons:

1. The house was built. 2. We heard the band. 3. The children were beating drums. 4. The ball has been caught by the short-stop. 5. The lads made a big noise. 6. The mice are eating the cheese. 7. We were chased by the other boys. 8. Several women played violins in the orchestra. 9. That horse is hauling a heavy load. 10. The boy's courage delighted his father and mother. 11. Many mistakes have been made by the pupils through carelessness. 12. The girls enjoyed the concert last night.

EXERCISE 157

Rewrite the sentences in the preceding exercise changing the voice of the verb in each.

249. NOTE:—Only transitive verbs can have a Passive Voice.

250. The Passive Voice is formed by the verb **be, (am, was, were, have been, is, are, shall be, etc.,)** with the past participle of the verb to be conjugated.

EXERCISE 158

Use in the active and in the passive voice:

1. made. 2. sung. 3. loved. 4. won. 5. bought. 6. told. 7. heard. 8. plowed. 9. dressed. 10. tied. 11. sharpened. 12. chopped. 13. caught. 14. cut. 15. rowed.

EXERCISE 159

Use in the passive voice:

1. dig. 2. ride. 3. sing. 4. buy. 5. make. 6. give. 7. hurt. 8. shoot. 9. see. 10. draw.

2. MOOD

251. *Examine the following sentences:*

1. He comes to-day.
2. Come here at once.
3. If he come to-day, how glad we shall be!

We have three different uses of the verb *come* in these sentences.

In the first, the verb *comes* expresses a fact.

In the second, the verb *come* expresses a command.

In the third, the verb *come* expresses a supposition, or a condition.

A difference in the form of a verb to show how a thought is presented to the mind is called Mood.

252. A verb is said to be in the INDICATIVE MOOD when it expresses a fact or asks a direct question.

He *walked* home.
Are you *coming* with us?

253. When a verb expresses a command, a request, or an entreaty, it is said to be in the IMPERATIVE MOOD.

Go quickly. *Please* sing another song.

254. When a verb expresses a thought not as a fact but as something uncertain, or contrary to fact, it is said to be in the SUBJUNCTIVE MOOD.

Would that my friend *were* well.
If he *should do* that, I shall be proud of him.

255. While the Subjunctive Mood seems to be gradually disappearing from modern English, we find it still in the works of the best writers.

256. Some uses of the Subjunctive Mood may be tabulated as follows:

1. To express purpose: I go that I *may study.*
2. To express a wish: Thy will *be* done.
3. To express a thought contrary to fact: O, that he *had lived.*
4. To express a condition: If he *would come,* all would be well.

EXERCISE 160

State the mood of the verbs in the following sentences. Give reasons for your opinion.

1. The train is late. 2. Sing a song of sixpence. 3. If he were with us, we should be less alarmed. 4. When did you see her last? 5. Take each man's censure but reserve thy judgment. 6. Charge for the guns. 7. They chatted pleasantly for an hour. 8. That book is handsomely bound. 9. God save the King. 10. Where is that boy going? 11. He worked hard that he might succeed. 12. Do your duty at all costs. 13. Though he slay me, yet will I trust him. 14. How long has he been travelling in Canada? 15. Speak loudly so that all may hear. 16. The girls were playing hockey in the afternoon. 17. If he prove a coward, we shall be disappointed. 18. When shall we three meet again? 19. The evil that men do lives after them. 20. We eat that we may live. 21. We do not live that we may eat.

3. Tense

257. *Examine the verbs in the following sentences:*

1. I *play* ball now.
2. I *played* ball yesterday.
3. I *shall play* ball tomorrow.

You will note that there are three forms of the verb *play*, the first of which refers to the present time; the second, to the past; and the third, to the future.

258. A difference in the form of a verb to mark or distinguish time is called Tense.

259. We say a verb is in the Present Tense when it refers to something being done now.

260. We say a verb is in the Past Tense when it refers to something done in the past.

261. We say a verb is in the Future Tense when it refers to something which is to be done in the future.

EXERCISE 161

Give the tenses of the verbs in these sentences:

1. I came with him. 2. We see the man. 3. They will do the work. 4. That girl looks well. 5. The man chopped the wood. 6. The bear ate the raspberries. 7. The cat chases the mouse. 8. The dog chased the cat. 9. We shall work hard. 10. The girl sewed her torn dress. 11. I shall visit my friends. 12. We hoped for the best. 13. The men in the fields work hard. 14. The boys will surprise us. 15. That scheme failed.

16. The eagle flies high. 17. The horses galloped across the field. 18. The pony will run fast. 19. The house shakes with the wind. 20. I missed my train.

EXERCISE 162

Write sentences using the present, past, and future tenses of go, see, make, try, using as subject of each the pronoun **she.**

262. The tenses which we have just now been studying are called the PRESENT, PAST, and FUTURE INDEFINITE Tenses.

263. CONJUGATION OF THE INDEFINITE TENSES OF THE VERB "SEE" (Active Voice.)

PRESENT INDEFINITE

SINGULAR	PLURAL
I see	We see
thou seest	you see
he sees	they see

PAST INDEFINITE

SINGULAR	PLURAL
I saw	We saw
thou sawest	you saw
he saw	they saw

FUTURE INDEFINITE

SINGULAR	PLURAL
I shall see	We shall see
thou wilt see	you will see
he will see	they will see

EXERCISE 163

Conjugate in full the indefinite tenses of **go, sing, walk, read.**

264. In addition to the Indefinite Tenses which we have studied in the preceding section we use other forms of the verb to express an action as going on at a certain time.

Thus a verb which expresses an action which is being done now is said to be in the PRESENT IMPERFECT TENSE: I *am playing*. We *are jumping*. He *is singing*.

265. The PAST IMPERFECT represents an action as going on at some past time—that is the action was not completed at the time of which we happen to be thinking: I *was working* yesterday. We *were walking* early this morning. They *were crying* when we found them.

266. The FUTURE IMPERFECT represents an action as going on in the future: I *shall be working* next week. He *will be studying* hard in June. They *will be walking* home after school.

267. To form the Imperfect Tenses we use the present, past, and future indefinite tenses of the verb *be* together with the present participle of the verb which is being conjugated.

268. Before we can conjugate the Imperfect Tenses of any verb, it will be necessary then to conjugate the present, past, and future indefinite tenses of the verb "*Be*".

Verb BE

Present Indefinite

Singular	Plural
I am	We are
thou art	you are
he is	they are

Past Indefinite

Singular	Plural
I was	We were
thou wast	you were
he was	they were

Future Indefinite

Singular	Plural
I shall be	We shall be
thou wilt be	you will be
he will be	they will be

269. Conjugation of the Imperfect Tenses of the Verb SEE.

Present Imperfect

Singular	Plural
I am seeing	We are seeing
thou art seeing	you are seeing
he is seeing	they are seeing

Past Imperfect

Singular	Plural
I was seeing	We were seeing
thou wast seeing	you were seeing
he was seeing	they were seeing

FUTURE IMPERFECT

SINGULAR	PLURAL
I shall be seeing	We shall be seeing
thou wilt be seeing	you will be seeing
he will be seeing	they will be seeing

EXERCISE 164

Conjugate the present imperfect of the following verbs: go, sing, dance, work, talk.

EXERCISE 165

Conjugate the past imperfect of the following: dig, tell, wash, hope, do.

EXERCISE 166

Conjugate the future imperfect of these verbs: run, jump, study, make, fish.

270. Besides the Indefinite and Imperfect Tenses, which we have been studying, we use other tenses which we call Perfect Tenses to represent an action as completed.

271. To form these tenses we use, with the past participle of the verb to be conjugated, the present, past, and future indefinite tenses of the verb "have". We must, therefore, learn the conjugation of the tenses of this verb.

272. CONJUGATION OF THE VERB HAVE.

PRESENT INDEFINITE

SINGULAR	PLURAL
I have	We have
thou hast	you have
he has	they have

PAST INDEFINITE

SINGULAR	PLURAL
I had	We had
thou hadst	you had
he had	they had

FUTURE INDEFINITE

SINGULAR	PLURAL
I shall have	We shall have
thou wilt have	you will have
he will have	they will have

273. CONJUGATION OF THE PERFECT TENSES OF THE VERB SEE.

PRESENT PERFECT

SINGULAR	PLURAL
I have seen	We have seen
thou hast seen	you have seen
he has seen	they have seen

PAST PERFECT

SINGULAR	PLURAL
I had seen	We had seen
thou hadst seen	you had seen
he had seen	they had seen

FUTURE PERFECT

SINGULAR	PLURAL
I shall have seen	We shall have seen
thou wilt have seen	you will have seen
he will have seen	they will have seen

EXERCISE 167

Conjugate the present perfect of the following verbs: strike, cut, burn, do, wake.

EXERCISE 168

Conjugate the past perfect of these verbs: hold, ring, break, rise, build.

EXERCISE 169

Conjugate the future perfect of the following verbs: sell, teach, write, say, seek.

274. We have also other tenses called the PERFECT PROGRESSIVE TENSES which represent an action as having been completed, but always in connection with duration of time. Thus: I *have been working* for several days. I *had been writing* steadily till I was interrupted. In June, he *will have been teaching* for twenty years.

275. CONJUGATION OF THE PERFECT PROGRESSIVE TENSES OF THE VERB SEE

PRESENT PERFECT PROGRESSIVE

SINGULAR	PLURAL
I have been seeing	We have been seeing
thou hast been seeing	you have been seeing
he has been seeing	they have been seeing

PAST PERFECT PROGRESSIVE

SINGULAR	PLURAL
I had been seeing	We had been seeing
thou hadst been seeing	you had been seeing
he had been seeing	they had been seeing

FUTURE PERFECT PROGRESSIVE

SINGULAR	PLURAL
I shall have been seeing	We shall have been seeing
thou wilt have been seeing	you will have been seeing
he will have been seeing	they will have been seeing

EXERCISE 170

Conjugate the present perfect progressive of these verbs: tell, go, sing, travel.

EXERCISE 171

Conjugate the past perfect progressive of the following: plan, cry, laugh, take.

EXERCISE 172

Conjugate the future perfect progressive of the following verbs: swim, wake, say, help.

276. **Tense is the form given to a verb to express the time of an action and the completeness or incompleteness of that action.**

EXERCISE 173

Name the tenses of the verbs in the following sentences:

1. We walked to school. 2. They have been travelling several days. 3. He has done his best. 4. I shall be sailing to-morrow. 5. The boys speak clearly. 6. They will come soon. 7. She had been teaching a year. 8. The girls are baking bread. 9. I had prepared my work. 10. The children were playing in the park. 11. You will have succeeded in your attempt. 12. We have

found them. 13. By the end of June, he will have been preaching thirty years. 14. They went away. 15. We shall have completed our journey to-night. 16. They open the door cautiously. 17. He was planning a surprise. 18. They had known each other for some time. 19. The people have been working at it. 20. Those girls will do well. 21. His friend will be coming soon. 22. They had been travelling in a circle for hours.

Conjugation of the Tenses of the Passive Voice

Indefinite Tense

Present: I am seen.
Past: I was seen.
Future: I shall be seen.

Imperfect Tense

Present: I am being seen.
Past: I was being seen.
Future: (wanting).

Perfect Tense

Present: I have been seen.
Past: I had been seen.
Future: I shall have been seen.

277. It will be noted that the tenses of the passive voice are conjugated by means of some part of the auxiliary *be* together with the past participle of the verb which is being conjugated. (For complete conjugation see Appendix E).

EXERCISE 174

Name the tenses of the verbs in the following sentences:

1. The book has been lost. 2. Mary was helped yesterday by John. 3. The wood is being cut by the men. 4. They had been praised by their father. 5. The pupils have been marched to their teacher. 6. Tennis is played by the girls. 7. By whom was this drawing done? 8. This work was being done by the laborers. 9. He will have been found by this time. 10. The school bell is rung at nine o'clock. 11. The thieves have been caught. 12. He will be rewarded for his bravery. 13. His sons were taught Geometry. 14. The house is being built. 15. We were surprised by the enemy. 16. You will be prevented from doing that. 17. The window was broken. 18. They had been warned several times.

EXERCISE 175

Name the tenses of the verbs in the following and state whether they are active or passive:

1. Little strokes fell great oaks. 2. The boys are bringing in wood. 3. The apples were picked yesterday. 4. The man brought a horse. 5. The wheat has been cut. 6. We shall have rain. 7. Mercy is enthroned in the heart of kings. 8. The load had been brought to him. 9. I have been studying Latin for two years. 10. He was reading Ivanhoe. 11. He has cut his finger. 12. The lawn was being watered by the gardener. 13. I had

been seeing the man about it. 14. He will be found out. 15. The bell had rung before I arrived. 16. I am being cured of my cold. 17. I shall have finished the essay by noon. 18. We shall be playing ball in a few days. 19. I shall have been working at this job three weeks. 20. The work will have been done long before this.

4. Person

278. *Note carefully the following forms of the verb write.*

I write.
Thou writest.
He writes.

It will be seen that we have three separate forms to denote whether the subject is first, second, or third person.

279. The form for the second person is now used mostly in poetry but we also find it in early writings, and in the Bible.

"Whither thou goest, I shall go."

Review the personal pronouns, especially the second personal.

280. In older English or in imitations of it, *eth* was the inflection of the third person singular. We frequently find this inflection in poetry.

He *prayeth* best who *loveth* best
All things both great and small,
For the dear God who *loveth* us,
He made and *loveth* all.

EXERCISE 176

For practice write the singular forms of the following verbs: seek, fly, say, sing, play, come.

5. Number

281. *Study these verb forms*:

1.	2.	3.
He runs.	I am here.	He was there.
They run.	We are here.	We were there.

It will be observed that when the subject changes from the singular to the plural number in each group, we have a corresponding change in the form of the verb.

282. Thus we see that verbs are inflected for number as well as for person.

Verbs are said to agree with their subjects in number and person.

EXERCISE 177

State the person and number of the verbs in these sentences:

1. They are in the house. 2. He sees us plainly. 3. He has a large dog. 4. They have much fun with their toys. 5. The boy acts strangely. 6. These girls seem contented. 7. The small boy reads well. 8. We are lost. 9. She has found her purse. 10. The window was broken. 11. Our books were found. 12. The door is opened. 13. The gates are shut.

SECTION 19—Uses of SHALL and WILL

283. *Shall* is used in the first person and *will* in the second and third persons to express simple futurity in direct statements. Thus:

I shall go to Edmonton tomorrow.
You will be there a week later.
He will make a short call on the following day.

284. If we are asking questions which denote simple futurity, the general rule is to use that form of *shall* or *will* which is expected in the answer.

Shall I come tomorrow?
Shall you answer his letter?
Will he do that work?

285. If, on the other hand, we wish to imply determination, or command, or intention, we should use *will* in the first person and *shall* in the second and third person.

I will not fail you. (intention)
You shall go at once. (command)
He shall do it. (determination on the part of someone else)

286. *Should* and *would* have the same uses as *shall* and *will*.

EXERCISE 178

Fill in the blank spaces with the proper forms, **shall, will, should, would.**

1. .....he be here tonight?
2. They.....visit us if we invited them.

3. We.....be sure to come.
4. I.....expect you at noon.
5. .....you be at school tomorrow?
6. If you do that, you.....be punished.
7. You.....do that, if I can compel you.
8. I.....have thought he.....do better work.
9. "I.....be drowned and nobody..... save me." (determination)
10. He.....be satisfied, I am certain.
11. .....we try to do that again?
12. They.....be rewarded. (determination)
13. Thou.....not steal!
14. We.....not yield a foot.
15. He.....do that whether he wishes or not.

EXERCISE 179

Write sentences illustrating the various use of **shall, will, should, would.**

SECTION 20—Parsing of Verbs

287. In parsing a verb we state—

1. Classification—transitive, intransitive
   old, new
2. Inflection—voice
   mood
   tense
   person
   number

3. Syntax—Its relation to its subject.

Let us parse the verbs in the following:

The child is going to school.
The hunters killed a lion.
The tall tree was cut down.

is going	verb, old, intransitive, indicative, present imperfect, third, singular, agreeing with its subject "child".
killed	verb, new, transitive, active, indicative, past indefinite, third, plural, agreeing with its subject "hunters".
was cut	verb, new, transitive, passive, indicative, past indefinite, third, singular, agreeing with its subject "tree".

We may also use this method:

Word	Classification	Inflections	Syntax
is going	verb, old, intransitive	indicative, present imperfect, third, singular,	agreeing with its subject "child"
killed	verb, new, transitive	active, indicative, past indefinite, third, plural,	agreeing with its subject "hunters"
was cut	verb, new, transitive	passive, indicative, past indefinite, third, singular,	agreeing with its subject "tree"

EXERCISE 180

Parse the verbs in the following sentences:

1. They visited their friends. 2. He was sitting on the floor. 3. The boys have been working at wood-carving. 4. Those girls will succeed. 5. We are learning our lessons. 6. You had not found the money at that time. 7. See what he is doing. 8. This pencil was found in the desk. 9. He is being chased by the dog. 10. The girl is sewing. 11. The game has been played for some time. 12. We shall call for the parcel soon.

REVIEW OF VERBS

1. Give the definition of a verb.

2. What is meant by a transitive verb? Give three examples in sentences.

3. What is the definition of an intransitive verb? Give three examples in sentences.

4. (*a*) What do we mean by the principal parts of a verb? (*b*) Write the principal parts of the following verbs and tell whether they belong to the old or the new conjugation: smite, thrust, raise, strive, come, build, work, rise, teach, ride, sell, choose, draw, behold, keep.

5. How do we distinguish a verb of the *old conjugation?* Give five examples.

6. How do we recognize a verb of the *new conjugation?* Give five examples.

7. What do we mean by a notional verb? Give five examples.

8. What is an auxiliary verb? Name the principal ones. Use them in sentences.

9. (*a*) What is meant by voice in verbs? (*b*) Write two sentences with the active and two with the passive voice.

10. Define mood. Name the moods and give an example of each in sentences.

11. Define tense. What are the main tenses of English verbs?

12. In what respect is a verb said to agree with its subject?

SECTION 21—Certain Verb Forms

288. There are certain words which are derived from verbs and consequently express action or being in a general way but do not assert. These are INFINITIVES, GERUNDS, and PARTICIPLES. These words still possess some of the verb nature but have not the inflections of the verb. We shall examine these separately.

1. THE INFINITIVE

289. I like *to skate.*
Mary wishes *to visit* Regina.

In these sentences, the expressions "to skate" and "to visit" are not verbs because they do not assert anything. They state action, however, and thus resemble verbs.

They also resemble nouns because "to skate" and "to visit" are the objects of the verbs of their respective sentences. Such words are called INFINITIVES. In each of the following sentences there is only one assertion and that is expressed by the verb, and not by the infinitive.

VERB	INFINITIVE
Annie *likes*	*to read* books.
The man *intends*	*to pay* the money.
They *seemed*	*to be confused.*

290. The INFINITIVE may be used:

1. As the *Subject:*

   To walk is healthy.
   To study hard makes for success.

2. As the *Object:*

   I wish *to walk.*
   He hoped *to meet* his sister.

3. As an *Adverb:*

   I came *to see* you.
   They are going *to swim.*

4. As an *Adjective:*

   He has a house *to let.*
   I found water *to drink.*

5. As a *Complement:*

   To see is *to believe.*
   He appears *to be* wealthy.

291. All the infinitives in the sentences already given are preceded by "to". But after the verbs "make," "see," "hear," "let," "dare," and some others, the Infinitive is usually without the "to". Thus:

Verb	Infinitive
The man *saw* me	*go*.
The boy *made* them	*come* in.
Father *will let* us	*fly* our kites.
We *dare* not	*go*.

EXERCISE 181

Select the infinitives in the following sentences and tell their use:

1. To play is healthful. 2. I like to write. 3. John has come to see you. 4. Here is paper on which to write. 5. He is slow to forgive. 6. He dare not come. 7. Try to speak more slowly. 8. Do you wish to come? 9. To forgive is divine. 10. I love to hear the rain fall. 11. To laugh heartily is a good sign. 12. I am going to buy some books. 13. To drive a big car requires nerve. 14. The man need not wait. 15. He seems to be very happy. 16. We are going to fish. 17. I wonder to see you here. 18. We go to school to learn arithmetic. 19. Let me show you. 20. Learn to labor and to wait. 21. He appears to be a wise man.

EXERCISE 182

Write out infinitives from the following verbs and use them in sentences:

1. begin. 2. play. 3. plow. 4. dig. 5. swim. 6. strike. 7. write. 8. hide. 9. grind. 10. love. 11. study. 12. talk. 13. give. 14. lose. 15. find. 16. succeed.

2. The Gerund

292. *Skating* is good exercise.
Mary likes *visiting* in Regina.

In these sentences, the words "Skating" and "visiting" are not verbs because they do not assert anything. They state action, however, and thus resemble verbs. They also resemble nouns because "Skating" is the subject of "is" and "visiting" is the object of "likes." They differ from Infinitives in ending in "–ing." Words used in this way are called **Gerunds.**

293. The Gerund may be used:

1. As the *Subject:*

Reading books is my chief pleasure.
Writing ten pages daily is not easy.

2. As the *Object* of a verb:

I like *riding* a bicycle.
We prefer *playing* here.

3. As the *Object* of a preposition:

Mr. Smith is fond of *hunting* bears.
Wash before *eating* your meals.

EXERCISE 183

Select the gerunds in the following sentences and tell their use:

1. He is fond of hunting foxes. 2. Sleeping is necessary to life. 3. I am tired of doing this work. 4. He is clever at teaching swimming. 5. Seeing is believing. 6. Giving them money does little good. 7. Drawing pictures is his usual amusement. 8. David likes rising early and catching fish. 9. Reading history is one of my greatest pleasures. 10. He was fond of sleeping. 11. His father preferred going there. 12. Whipping a dead horse is foolish. 13. A moment after mounting the bicycle the boy was lost to sight. 14. I enjoy walking briskly. 15. This is a result of your talking too carelessly. 16. Giving is more blessed than receiving. 17. John is fond of reading novels. 18. Driving a golf ball requires skill. 19. He likes eating sweets. 20. We all enjoyed watching the match. 21. Skating on thin ice is very dangerous.

EXERCISE 184

Write out gerunds derived from the following verbs; use them in sentences:

1. hold. 2. see. 3. give. 4. eat. 5. break. 6. speak. 7. talk. 8. save. 9. swim. 10. fish. 11. please. 12. sing.

3. Participles

294. *Note carefully the italicized words in the following sentences:*

1. The building, *burning* fiercely, illuminated the whole street.

2. *Working* quickly, the men finished the job on time.

3. *Stamping* his foot, Carton addressed the spy.

It will be seen that the words "*burning*," "*Working*," and "*Stamping*" modify the nouns "building," "men," and "Carton" respectively. They have, therefore, the function of adjectives.

They also have the function of verbs, because "*burning*" is modified by the adverb "fiercely," "*Working*" is modified by the adverb "quickly," and "*Stamping*" takes the object "foot".

295. Words which have the two-fold function of adjectives and verbs are called Participles.

296. Those which end in *–ing* are called Present Participles.

297. The Present Participle may be used not only as an adjective as in the sentences used in illustration but may also be used as part of verb-phrases to form the Imperfect and Perfect Progressive Tenses active of any verb;—I am *running*; He has been *singing*.

EXERCISE 185

Point out the present participles in the following sentences and state whether they are used as modifiers of nouns or pronouns or are parts of verb-phrases:

1. The horses, galloping down the road, were stopped with difficulty. 2. That boy is working very well. 3. The girl was playing the piano. 4. Looking carefully, you will discover your error. 5. The boys, crossing the river now, are in danger. 6. The book had been lying there for some time. 7. We watched the man, unloading the van. 8. Talking earnestly, they did not notice the hole in the ice. 9. The girl, studying hard, has been trying for the prize.

298. The PAST PARTICIPLE may be used not only as an adjective but as part of a verb-phrase in the formation of the perfect tenses active and all the tenses of the passive voice:

Tired out with his tramp, the boy fell asleep at once.

Greatly *disturbed* by the news, he still answered cheerfully.

The girls have *played* all afternoon.

The game was *lost* by the home team.

In the above sentences "*Tired*" modifies the noun "boy;" "*disturbed*" modifies the pronoun "he;" "*played*" helps to form the present perfect active; "*lost*" helps to form the past indefinite tense, passive.

EXERCISE 186

Point out the past participles in the following sentences and state the use of each:

1. Worn out by watching, Mr. Lorry fell asleep at his post. 2. He had been badly injured. 3. He saw Dr. Manette surrounded by a crowd of men. 4. "What is that noise?" cried Lucie affrighted. 5. The men, stripped to the waist, were busily engaged. 6. Accompanied by Touchstone, they went to the forest of Arden. 7. They found the child covered over with an old coat. 8. The comet was seen for weeks. 9. The boys, surprised by the weird sight, were at first silent. 10. Assisted by his chums, he soon had all the wood in the shed.

299. CAUTION: *1.* Care must be taken not to confuse the past tense and the past participle of a verb. The past tense will form a predicate alone, but the past participle, to form a predicate, must have the assistance of an auxiliary. Thus,

1. He *built* the house last summer.
2. A house, *built* on the sand, will fall.
3. A house was *built* on the rock.

In the first sentence the verb "*built*" is in the past indefinite tense. In the second sentence, "*built*" is a past participle having the function of an adjective modifying "house." In the third sentence "*built*" is a past participle, forming the passive voice with the auxiliary verb "was."

300. *2.* Care must be taken to avoid such sentences as the following:

"Sitting on the bank, a fish took the bait."

In this sentence the participle "sitting" seems to be a modifier of the noun "fish,"—an absurdity. Such a construction is called the DANGLING PARTICIPLE. We could express the thought of the sentence quoted in this way: "While I was sitting on the bank, a fish took the bait," or "Sitting on the bank I had my bait taken by a fish."

301. *3.* Care must be taken to distinguish the gerund and the present participle. If it is borne in mind that the gerund resembles the noun and the present participle resembles the adjective, there should be little difficulty in distinguishing these two verb-forms.

SECTION 22—Parsing of Infinitives, Gerunds, and Participles

302. We parse the infinitive by telling that it is such and then giving its function in the sentence. We parse the gerund by telling that it is such and then giving its function in the sentence. We parse the participle by telling that it is such, stating whether it is present or past, and then giving its function in the sentence.

303. Let us parse the infinitives, gerunds, and participles in these sentences:

To study hard usually means success.
He likes *learning* poetry.
Roused to fury, the tiger sprang at him.
I was *writing* a letter.

To study	infinitive, subject of "means".
learning	gerund, object of "likes".
Roused	participle, past, modifying "tiger".
writing	participle, present, part of the verb-phrase "was writing".

EXERCISE 187

Parse the infinitives, gerunds, and participles in the following sentences:

1. Being ill, I had to stay at home. 2. Running an engine is hard work. 3. Grown timid, the creature never leaves its hiding place. 4. I was pleased to see him coming in. 5. The task begun on Monday is still unfinished. 6. I saw the book spoiled by Mary. 7. The prisoner found guilty escaped. 8. Digging trenches is their daily task. 9. Digging in the garden, he found the watch. 10. I have written to him and have asked him to visit me. 11. We saw the boy entering the house. 12. The boat, tossed about by the waves, was in grave danger. 13. It was easy to see that he had little to do. 14. Boys are fond of playing hockey. 15. That train coming in is the one that I am to take. 16. They saw him cross the road. 17. Are you willing to help me. 18. Coming from church, we heard the bells. 19. The company has money to loan. 20. We shall go to see him when we have finished our work.

SECTION 23—Classification of Conjunctions

304. There are two classes of Conjunctions, the COORDINATE and the SUBORDINATE.

305. **The Coordinate Conjunction joins words, or groups of words of equal rank in a sentence.** Thus :

1. We saw James *and* John.
2. The ball rolled over the floor *and* into the cellar.
3. He must work *or* he will starve.
4. He said that we could go *and* they might stay.

In sentence 1, the conjunction "and" joins the two words "James" and "John." In sentence 2, "and" joins the two phrases "over the floor" and "into the cellar." In sentence 3, "or" joins the two principal clauses "He must work" and "he will starve." In sentence 4, "and" joins the two subordinate noun clauses "we could go" and "they might stay."

306. Some of the main Coordinate Conjunctions are: and, also, or, but, yet, either.

EXERCISE 188

Name the coordinate conjunctions in the following sentences and state what they join :

1. Fear God and keep his commandments. 2. Shall I descend and will you give me leave? 3. Mary and Martha were there. 4. He is tall but straight. 5. They crawled over the fence and through the fields. 6. The

boys or the girls did it. 7. He was called early; however, he did not come.

EXERCISE 189

Make sentences in which the coordinate conjunctions **and, or,** *or* **but** *join together:*

1. Two nouns. 2. A noun and a pronoun. 3. Two adjectives. 4. Two adverbs. 5. Two verbs. 6. Two prepositions. 7. Two adjective phrases. 8. Two adverb phrases. 9. Two subordinate clauses.

307. **The Subordinate Conjunction joins a subordinate clause with a principal clause to form a complex sentence.** Thus:

1. I shall send it *when* you are ready.
2. We read books *that* we may learn.
3. I believe it *since* you tell me.

In these sentences the subordinate conjunctions "when," "that," and "since" join subordinate clauses to principal clauses to form complex sentences.

308. Some of the main subordinate conjunctions are: that, when, after, since, because, unless, than.

EXERCISE 190

Name the subordinate conjunctions in the following sentences, state the clauses joined, and tell their kind:

1. He stayed so long that he missed his train 2. I shall be here after you are gone. 3. I closed the door as it was getting late. 4. Hear this before you go. 5. He worked hard because he wished to succeed. 6. He walked with care lest he should fall.

EXERCISE 191

Make sentences with the following used as subordinate conjunctions: **when, because, until, after, before, that, if.**

309. Conjunctions are sometimes used in pairs, as: "I hardly know *whether* to go ahead *or* to turn back." "*Neither* my father *nor* I could swim." "*Either* I was excited *or* it was a very large fish."

310. Sometimes parts of a sentence are omitted; thus: "You like James better than I (like him)"; "You like James better than (you like) me; Fred is taller than Edward (is tall).

EXERCISE 192

Select the conjunctions in the following sentences and tell their classification and what they join:

1. You and I shall go when we are called. 2. Come with me and be my love. 3. We know that he is telling the truth. 4. I would try only I am afraid. 5. You have known Peter longer than I. 6. Art is long, though time is fleeting. 7. Gold is dearer than iron. 8. Judge not that ye be not judged. 9. Unless you learn this, you will never pass. 10. I shall be satisfied if he comes.

EXERCISE 193

Use the following words in sentences as conjunctions and tell what are joined: **after, except, whilst, and, although, or, nevertheless, besides, than.**

311. There is no inflection of Conjunctions.

SECTION 24—Parsing of Conjunctions

312. In parsing a conjunction we state—

1. Classification
2. Syntax

Example:

Tom and I left when our lesson was finished.

and	conjunction, coordinate, joining the two words "Tom" and "I."
when	conjunction, subordinate, joining the two clauses whose verbs are "left" and "was finished."

EXERCISE 194

Parse the conjunctions in Exercise 192.

SECTION 25—Prepositions

313. Prepositions are usually not classified, neither are they inflected. It should be noted that a preposition always has an object with which it forms a phrase.

314. They may be parsed in this manner:

The book *on* the desk should be interesting *to* you.

on	preposition, showing the relation between the noun "book" and the noun "desk."
to	preposition, showing the relation between the verb "should be interesting" and the pronoun "you."

EXERCISE 195

Parse the prepositions in the following sentences:

1. This belongs to John and that to you. 2. The ball rolled from the table. 3. The burglar broke into the house. 4. This is the man for whom you sent. 5. She stands beside her father. 6. He stood a long time at the door of the house.

EXERCISE 196

Make sentences using the following words; 1. as PREPOSITIONS, *2. as* ADVERBS: **on, by, through, in, up, past, down, over.**

CORRECTION OF ERRORS

SAY:

They have written many letters. (not *wrote.*)
He has lain there sometime. (not *laid.*)
They have laid the books on the desk. (not *lain.*)
His mother lay down to rest. (not *laid.*)
His mother laid her needle aside. (not *lay.*)
They lay their burdens down as they come in. (not *lie.*)

SAY:

That boy is taller than his brother.
Of the three, Jessie is the tallest.
He writes well. (not *good.*)
He acts strangely. (not *strange.*)

RULES OF SYNTAX

315. **Syntax is the relation of words to one another in the sentence.** In studying the sentence and the parts of speech we notice that words are classified and frequently inflected according to their position and use in the sentence. For convenience we are here bringing together some of the most important rules of Syntax.

I. The Subject is in the Nominative Case.

We say, "John and I were there;" "He and they asked us;" Will you and she come tomorrow?"

II. A Verb Agrees with its Subject in Person and Number.

Thus, "The books, belonging to the library, are missing;" "Not one of the boys was present."

III. The Object of a Verb is in the Objective Case.

Thus, "He corrected Tom and me;" "Have you seen John and her?"

IV. The Object of a Preposition is in the Objective Case.

Thus, "She spoke to Jean and me," "There should be no quarrel between you and him."

V. THE NOUN OR PRONOUN USED AS A COMPLEMENT IS IN THE NOMINATIVE CASE.

We say, "It is I;" "This must be he;" "It appears to be they."

VI. WORDS IN APPOSITION ARE IN THE SAME CASE.

Thus, "Jones, the grocer, called;" "We saw Johnson, the plumber."

VII. A PRONOUN AGREES WITH ITS ANTECEDENT IN PERSON, NUMBER, AND GENDER.

Thus, "Each of the girls knew her lesson;" "All men should do their duty."

EXERCISE 197

Improve the grammar of the following sentences. Give reasons for the changes you make.

1. He don't come often.
2. The extent of his injuries are not known.
3. Each of the ladies gave their opinions.
4. These kind of birds are not common.
5. He talks very slow.
6. That girl is the tallest of the two sisters.
7. Every one of those girls have done well in their examinations.

8. They divided the money between the four children.

9. The boiler of the engine has busted.

10. I like them boys very much.

11. Surely some one of the pupils have done their work.

12. The tree has lost it's leaves.

13. There are two rs in "occurred."

14. He said "that he was tired."

15. He seen the other boy playing in the yard.

16. We can't wait no longer for them boys.

17. Jack should of caught that ball.

18. Jack aint fast enough.

19. It was her that done it.

20. I meant to have written this morning.

21. If you had only have went a little closer, you would of seen it.

22. I aint sure which of the two is the largest.

23. What will I do after I have eaten my dinner with that broken wheelbarrow.

24. Who did I meet you with yesterday?

25. Whom do you think should be chosen.

26. Are either of those pens yours?

27. The secretary and the treasurer was present.

28. Will I be late at school?

29. I do wish them boys would fasten the door good and strong and then sit quiet.

30. There aint no doubt as you and me can run faster than him.

APPENDIX A—PUNCTUATION

Punctuation marks are used for the purpose of assisting the reader in grasping the meaning of a passage. Just as we pause and emphasize in speaking and reading, so we punctuate in writing.

The following are the most important marks used:

1. Period .	7. Exclamation Mark !
2. Comma ,	8. Dash —
3. Semicolon ;	9. Quotation Marks " "
4. Colon :	10. Hyphen -
5. Parentheses ( )	11. Apostrophe '
6. Interrogation Mark ?	

1. THE PERIOD (.).—The period is used:

(*1*) At the end of sentences stating a fact or giving a command; as,

London is in England. Close the door.

(*2*) After abbreviations and initials; as,

Mr., P.E.I., M.P., lb., St., Ave.

2. THE COMMA (,).—The comma is used:

(*1*) To separate long independent clauses; as,

He was as gentle as an infant, and allowed himself to be put to bed again.

(*2*) To mark off a subordinate clause that precedes a principal clause; as,

If this be true, I am sorry for it.

(*3*) To mark off adverbs and adverb phrases used in a connective way; as,

In such matters, therefore, we should be careful.

(*4*) To mark off words used in direct address; as,

Why, my dear man, you cannot go.

(*5*) To mark off words used in apposition; as,

Pontiac, the Indian chief, died in 1769.

(*6*) To separate words or phrases in a series; as,

Your friend was wise, prudent, and influential.

(*7*) Before a short quotation; as,

An old saying is, "All haste and no hurry."

3. The Semicolon (;).—The semicolon is used:

(*1*) To separate the principal clauses of a sentence when the connection is not close; as,

His tongue has long obeyed the lilt of classic diction; his thought came easy in Elizabethan phrase.

(*2*) To precede such abbreviations; as, *viz.*, *e.g.*, and *i.e.*, when introducing examples.

4. The Colon (:).—The colon is used:

(*1*) To introduce a long quotation, or a list of items; as,

They elected the following officers: president, vice-president, secretary, and treasurer.

(*2*) To mark the greatest degree of separation in a long sentence; as,

Study to acquire a habit of accurate expression: no study is of greater importance.

5. PARENTHESES ( ).—Parentheses are used to enclose explanatory matter which is quite independent of the sentence as a whole; as,

Alfred Tennyson (1809-1892) was Poet Laureate of England.

6. THE INTERROGATION MARK (?).—The interrogation mark is used:

(*1*) After every direct question; as,

When shall we go?

(*2*) With parentheses to express doubt; as,

Daniel Defoe, born 1661 (?), died 1731.

7. THE EXCLAMATION POINT (!).—The exclamation point is used:

(*1*) After interjections; as,

Oh! how sorry I am!

(*2*) To express strong emotion; as,

What a piece of work is a man!

8. Dash (—).—The dash is used:

(*1*) To indicate a sudden change in thought; as,

And that hat—what a hat!

(*2*) To mark the omission of words, letters, and figures; as,

The town of M— was then entered.

9. QUOTATION MARKS (" ").—The quotation marks are used to enclose direct speech; as,

The man said, "We shall not go."

10. The Hyphen (-).—The hyphen is used:

(*1*) Between the syllables of a word divided at the end of a line.

(*2*) Between the parts of some compound words; as, father-in-law, seventy-four.

11. The Apostrophe (').—The apostrophe is used:

(*1*) As a sign of the possessive case; as, "the man's hat."

(*2*) To mark the plural of letters, figures, and signs: as, "Dot your i's and stroke your t's."

(*3*) To indicate the omission of a letter or letters; as, e'en (even), o'clock (of the clock).

EXERCISE 198

Write out the following and use the proper marks of punctuation:

1. Have you finished your work Is it correct 2. Oh that flagon that wicked flagon thought Rip 3. If money were plentiful nobody would care for it 4. Columbus richly attired in scarlet entered the boat 5. He was a tall strong heavy nut-brown man 6. Oh my stars Is this a toyshop or a fairyland 7. Cæsar came saw conquered 8. Pew he cried they ve been before us someone s turned the chest out alow and aloft 9. There s dirk again said one we ll have to budge mates

APPENDIX B—CAPITALS

The following words should begin with capital letters:

(*1*) The first word of a sentence, a line of poetry, and a direct quotation (unless it is a mere fragment).

(*2*) The pronoun *I* and the interjection *O*.

(*3*) The names and titles of the Deity; as, *the Almighty, God.*

(*4*) Proper nouns and most proper adjectives; as, *Montreal, Canadian.*

(*5*) Titles of honor or office; as, *Premier King, The Attorney General of Manitoba.*

(*6*) Names of things *strongly* personified; as, O Solitude, where are thy charms?

(*7*) Titles of books, or words of very great importance; as, The Tale of Two Cities, Magna Carta, the French Revolution.

APPENDIX C

Some Irregular Forms

1. Nouns with two Plural Forms

brother	brothers (of a family)	brethren (of a society)
cherub	cherubim (angels)	cherubs (images)
cloth	cloths (kinds of cloth)	clothes (articles of dress)
die	dies (for coining money)	dice (used in games of chance)
genius	geniuses (men of talent)	genii (fabled spirits)
index	indexes (tables of contents)	indices (used in algebra)
penny	pennies (separately)	pence (collectively)
staff	staves (wands, etc.)	staffs (of a school, of an army)
shot	shots (discharges of a gun)	shot (missiles)

FOREIGN PLURALS

Latin

Singular	Plural
formula	formulae (formulas)
focus	foci
fungus	fungi
radius	radii
agendum	agenda

datum	data
erratum	errata
medium	media
memorandum	memoranda
genus	genera
appendix	appendices
axis	axes
series	series
species	species

GREEK

analysis	analyses
oasis	oases
parenthesis	parentheses
phenomenon	phenomena

ITALIAN

bandit	banditti (bandits)

FRENCH

beau	beaux (beaus)
bureau	bureaux (bureaus)

HEBREW

cherub	cherubim (cherubs)
seraph	seraphim (seraphs)

2. Gender, a. (By adding—ess)

MASCULINE	FEMININE
abbot	abbess
benefactor	benefactress
duke	duchess

emperor	empress
god	goddess
tiger	tigress
master	mistress
marquis	marchioness
lad	lass

b. From various foreign sources

Masculine	Feminine
hero	heroine
beau	belle
czar	czarina
sultan	sultana
executor	executrix
testator	testatrix

c. Different words

Masculine	Feminine
bachelor	spinster (maid)
boy	girl
buck	doe
hart	roe
stag	hind
drone	bee
earl	countess
friar, monk	nun
gentleman, lord	lady
nephew	niece
ram	ewe
wizard	witch

3. Irregular Comparisons of Adjectives

Positive	Comparative	Superlative
bad, evil, ill	worse	worst
good	better	best
hind (*hind*wheel)	hinder	hindmost
late	later, latter	latest, last
little	less	least
many, much	more	most
nigh	nigher	nighest, next
old	older, elder	oldest, eldest

Some words which are adverbs in the positive are used also as adjectives in the comparative and superlative.

Positive	Comparative	Superlative
(forth)	further	furthest
(fore)	former	foremost
(in)	inner	innermost, inmost
(out)	outer	outermost, utmost

There are also a few words which still have their Latin form in the comparative; superior, inferior, junior, senior.

4. Irregular Comparisons of Adverbs

Positive	Comparative	Superlative
well	better	best
ill badly	worse	worst
much	more	most
little	less	least
near	nearer	nearest next
forth	further	furthest
(rathe-early)	rather	

APPENDIX D—OLD and NEW CONJUGATIONS

1. The Old or Strong

The old conjugation contains no verbs but such as are of the primary Anglo-Saxon stock. They are nearly all of one syllable, and they number only about 110, all told. They are, however, nearly all verbs which we use very often. The following are the most important of them:

Present Tense	Past Tense	Past Participle
abide	abode	abode
am, be	was	been
arise	arose	arisen
awake	awoke	awoke, awaked
bear (bring forth)	bore	born
bear (carry)	bore	borne
beat	beat	beaten
begin	began	begun
behold	beheld	beheld
bid	bade, bid	bidden, bid
bind	bound	bound
bite	bit	bit, bitten
blow	blew	blown
break	broke	broken
chide	chid	chid, chidden
choose	chose	chosen
cling	clung	clung
crow	crew, crowed	crowed
do	did	done

draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
fight	fought	fought
find	found	found
fling	flung	flung
fly	flew	flown
forbear	forbore	forborne
forget	forgot	forgot, forgotten
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got, gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung, hanged	hung, hanged
hold	held	held
know	knew	known
lie	lay	lain
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
see	saw	seen
shake	shook	shaken
shine	shone, shined	shone, shined
shoot	shot	shot
shrink	shrank	shrunk, shrunken

sing	sang	sung
sink	sank	sunk, sunken
sit	sat	sat
slay	slew	slain
slide	slid	slid
sling	slung	slung
slink	slunk	slunk
smite	smote	smitten
speak	spoke	spoken
spin	spun	spun
spring	sprang	sprung
stand	stood	stood
steal	stole	stolen
sting	stung	stung
stride	strode	stridden
strike	struck	struck
strive	strove	striven
swear	swore	sworn
swim	swam	swum
swing	swung	swung
take	took	taken
tear	tore	torn
thrive	throve, thrived	thriven, thrived
throw	threw	thrown
tread	trod	trod, trodden
weave	wove	woven
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written
wear	wore	worn

2. Old with New Forms

As our language is a *living* tongue, our words are continually changing. Some verbs which formerly changed the vowel to form the Past Tense now add –d or –ed. In cases of doubt the teacher and the student should always consult a good dictionary. The following are some old verbs which now have *new* forms:

Present Tense	Past Tense	Past Participle
climb	climbed	climbed
crow	crowed	crowed
hang (execute)	hanged	hanged
heave	heaved	heaved
hew	hewed	hewed
lade	laded	laded, laden
melt	melted	melted, molten
mow	mowed	mowed
seethe	seethed	seethed
shear	sheared	sheared
shine	shined	shined
sow	sowed	sowed
swell	swelled	swelled, swollen
thrive	thrived	thrived
wake	waked, woke	waked

The student will note that sometimes two forms remain.

3. The New or Weak

Most of our verbs belong to the New conjugation. Here are some whose Principal Parts may be difficult:

Present Tense	Past Tense	Past Participle
bend	bent	bent, bended
bereave	bereft, bereaved	bereft, bereaved
beseech	besought	besought
bleed	bled	bled
bring	brought	brought
burn	burnt, burned	burnt, burned
burst	burst	burst
build	built	built
buy	bought	bought
catch	caught	caught
can	could	
cast	cast	cast
cost	cost	cost
creep	crept	crept
deal	dealt	dealt
dream	dreamt, dreamed	dreamt, dreamed
dwell	dwelt	dwelt
feed	fed	fed
feel	felt	felt
flee	fled	fled
gild	gilt, gilded	gilt, gilded
gird	girt, girded	girt, girded
have	had	had
hide	hid	hid, hidden
hit	hit	hit
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit, knitted	knit, knitted

lay	laid	laid
lead	led	led
lean	leant, leaned	leant, leaned
leap	leapt, leaped	leapt, leaped
leave	left	left
let	let	let
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
may	might	
mean	meant	meant
meet	met	met
pay	paid	paid
pen	penned	penned
put	put	put
rap	rapt, rapped	rapt, rapped
read	read	read
rend	rent	rent
rid	rid	rid
say	said	said
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shall	should	
shed	shed	shed
shoe	shod	shod
shut	shut	shut
slit	slit	slit
sleep	slept	slept
speed	sped	sped
spell	spelt, spelled	spelt, spelled

spend	spent	spent
spill	spilt, spilled	spilt, spilled
spit	spit, spat	spit
split	split	split
spread	spread	spread
stay	stayed, staid	stayed, staid
sweat	sweat	sweat
sweep	swept	swept
teach	taught	taught
tell	told	told
think	thought	thought
thrust	thrust	thrust
weep	wept	wept
wet	wet, wetted	wet, wetted
whet	whet, whetted	whet, whetted
will	would	
work	worked, wrought	worked, wrought

APPENDIX E.

Conjugation of the Verb PRAISE

Active Voice **Indicative Mood**

Indefinite Tenses

	Singular	Plural
Present	1. I praise	We praise
	2. Thou praisest	You praise
	3. He praises	They praise

	Singular	Plural
Past	1. I praised	We praised
	2. Thou praisedst	You praised
	3. He praised	They praised

	Singular	Plural
Future	1. I shall praise	We shall praise
	2. Thou wilt praise	You will praise
	3. He will praise	They will praise

Imperfect Tenses

	Singular	Plural
Present	1. I am praising	We are praising
	2. Thou art praising	You are praising
	3. He is praising	They are praising

		Singular	Plural
Past	1.	I was praising	We were praising
	2.	Thou wast praising	You were praising
	3.	He was praising	They were praising

		Singular	Plural
Future	1.	I shall be praising	We shall be praising
	2.	Thou wilt be praising	You will be praising
	3.	He will be praising	They will be praising

Perfect Tenses

		Singular	Plural
Present	1.	I have praised	We have praised
	2.	Thou hast praised	You have praised
	3.	He has praised	They have praised

		Singular	Plural
Past	1.	I had praised	We had praised
	2.	Thou hadst praised	You had praised
	3.	He will have praised	They had praised

		Singular	Plural
Future	1.	I shall have praised	We shall have praised
	2.	Thou wilt have praised	You will have praised
	3.	He will have praised	They will have praised

Perfect Progressive Tenses

	Singular	Plural
Present	1. I have been praising	We have been praising
	2. Thou hast been praising	You have been praising
	3. He has been praising	They have been praising

	Singular	Plural
Past	1. I had been praising	We had been praising
	2. Thou hadst been praising	You had been praising
	3. He had been praising	They had been praising

	Singular	Plural
Future	1. I shall have been praising	We shall have been praising
	2. Thou wilt have been praising	You will have been praising
	3. He will have been praising	They will have been praising

Imperative Mood

	Singular	Plural
Present	2. Praise	Praise
	3. Let him praise	Let them praise

	Singular	Plural
Future	2. Thou shalt praise	You shall praise
	3. He shall praise	They shall praise

Active Voice **Subjunctive Mood**
(Usually with if or though)

Indefinite Tenses

	Singular	Plural
Present	1. I praise	We praise
	2. Thou praise	You praise
	3. He praise	They praise

	Singular	Plural
Past	1. I praised	We praised
	2. Thou praised	You praised
	3. He praised	They praised

	Singular	Plural
Future	1. I should praise	We should praise
	2. Thou shouldst praise	You should praise
	3. He should praise	They should praise

Imperfect Tenses

	Singular	Plural
Present	1. I be praising	We be praising
	2. Thou be praising	You be praising
	3. He be praising	They be praising

		Singular	Plural
Past	1.	I were praising	We were praising
	2.	Thou wert praising	You were praising
	3.	He were praising	They were praising

		Singular	Plural
Future	1.	I should be praising	We should be praising
	2.	Thou shouldst be praising	You should be praising
	3.	He should be praising	They should be praising

Perfect Tenses

		Singular	Plural
Present	1.	I have praised	We have praised
	2.	Thou have praised	You have praised
	3.	He have praised	They have praised

		Singular	Plural
Past	1.	I had praised	We had praised
	2.	Thou had praised	You had praised
	3.	He had praised	They had praised

		Singular	Plural
Future	1.	I should have praised	We should have praised
	2.	Thou shouldst have praised	You should have praised
	3.	He should have praised	They should have praised

Perfect Progressive Tenses

		Singular	Plural
Present	1.	I have been praising	We have been praising
	2.	Thou have been praising	You have been praising
	3.	He have been praising	They have been praising

		Singular	Plural
Past	1.	I had been praising	We had been praising
	2.	Thou had been praising	You had been praising
	3.	He had been praising	They had been praising

		Singular	Plural
Future	1.	I should have been praising	We should have been praising
	2.	Thou shouldst have been praising	You should have been praising
	3.	He should have been praising	They should have been praising

Infinitives

Present Indefinite	to praise
Present Imperfect	to be praising
Present Perfect	to have praised
Present Perfect Progressive	to have been praising

Participles

Present	praising
Present Perfect	having praised
Present Perfect Progressive	having been praised

Gerunds

Present—praising Perfect—having praised

Passive Voice—Indicative Mood

Indefinite Tenses

	Singular	Plural
Present	1. I am praised	We are praised
	2. Thou art praised	You are praised
	3. He is praised	They are praised

	Singular	Plural
Past	1. I was praised	We were praised
	2. Thou wast praised	You were praised
	3. He was praised	They were praised

	Singular	Plural
Future	1. I shall be praised	We shall be praised
	2. Thou wilt be praised	You will be praised
	3. He will be praised	They will be praised

Imperfect Tenses

	Singular	Plural
Present	1. I am being praised	We are being praised
	2. Thou art being praised	You are being praised
	3. He is being praised	They are being praised

	Singular	Plural
Past	1. I was being praised	We were being praised
	2. Thou wast being praised	You were being praised
	3. He was being praised	They werebeing praised

(Future tense is wanting)

Perfect Tenses

	Singular	Plural
Present	1. I have been praised	We have been praised
	2. Thou hast been praised	You have been praised
	3. He has been praised	They have been praised

	Singular	Plural
Past	1. I had been praised	We had been praised
	2. Thou hadst been praised	You had been praised
	3. He had been praised	They had been praised

	Singular	Plural
Future	1. I shall have been praised	We shall have been praised
	2. Thou wilt have been praised	You will have been praised
	3. He will have been praised	They will have been praised

(Perfect Progressive Tenses wanting)

Imperative Mood

	Singular	Plural
Present	2. Be praised	Be praised
	3. Let him be praised	Let them be praised
Future	2. Thou shalt be praised	You shall be praised
	3. He shall be praised	They shall be praised

Passive Voice—Subjunctive Mood

Indefinite Tenses

	Singular	Plural
Present	1. I be praised	We be praised
	2. Thou be praised	You be praised
	3. He be praised	They be praised

	Singular	Plural
Past	1. I were praised	We were praised
	2. Thou wert praised	You were praised
	3. He were praised	They were praised

	Singular	Plural
Future	1. I should be praised	We should be praised
	2. Thou shouldst be praised	You should be praised
	3. He should be praised	They should be praised

Imperfect Tenses

(Present—wanting)

	Singular	Plural
Past	1. I were being praised	We were being praised
	2. Thou wert being praised	You were being praised
	3. He were being praised	They were being praised

(Future—wanting)

Perfect Tenses

		Singular	Plural
Present	1.	I have been praised	We have been praised
	2.	Thou have been praised	You have been praised
	3.	He have been praised	They have been praised

		Singular	Plural
Past	1.	I had been praised	We had been praised
	2.	Thou had been praised	You had been praised
	3.	He had been praised	They had been praised

		Singular	Plural
Future	1.	I should have been praised	We should have been praised
	2.	Thou shouldst have been praised	You should have been praised
	3.	He should have been praised	They should have been praised

(Perfect Progressive Tenses—wanting)

Infinitives

Present	To be praised
Present Perfect	To have been praised

Participles

2	Past	Praised
1	Present	Being praised
3	Perfect	Having been praised

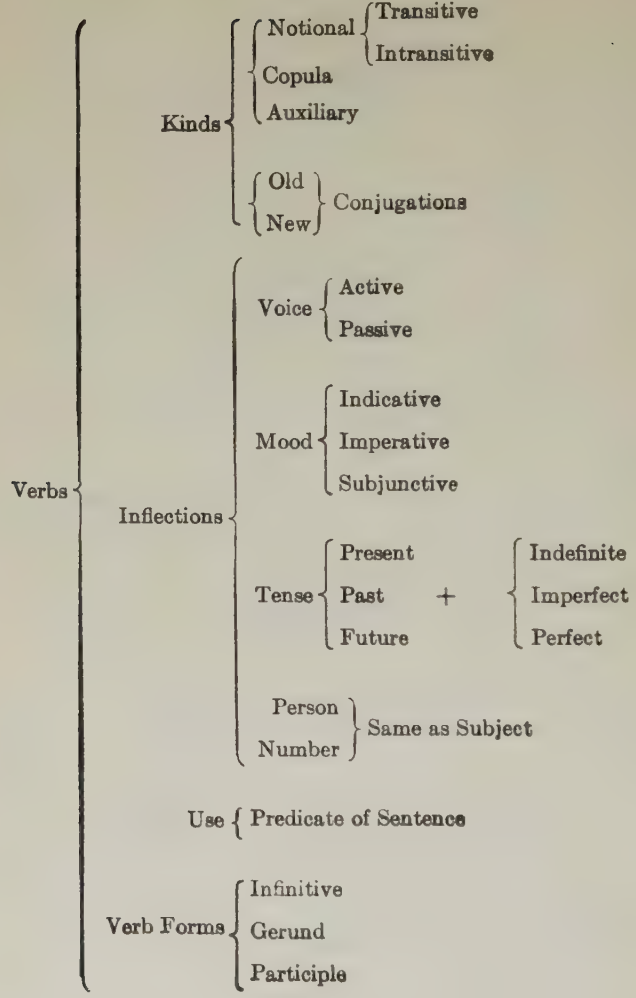
OUTLINE SUMMARIES

- **Nouns**
  - **Kinds**
    1. Proper
    2. Common—Collective
  - **Inflections**
    1. Gender
       - *a.* masculine
       - *b.* feminine
       - *c.* common
       - *d.* neuter
    2. Number
       - *a.* singular
       - *b.* plural
    3. Case
       - *a.* nominative
       - *b.* objective
       - *c.* possessive
  - **Uses**
    1. In nominative case
       - *a.* subject of verb
       - *b.* complement
       - *c.* in apposition
    2. In objective case
       - *a.* object of verb
       - *b.* object of preposition
       - *c.* in apposition
    3. In possessive case: showing possession

- Pronouns
  - Kinds
    1. Personal: I, my, me, you, she, they, etc.
    2. Compound Personal: myself, thyself, etc.
    3. Relative: who, which, what, etc.
    4. Interrogative : who, which, what, etc.
    5. Demonstrative: this, that, these, those
    6. Indefinite: each, either, all, both, many, none, same, neither, anyone, anybody, anything, another, one another, etc.
  - Inflections
    1. Person
    2. Gender
    3. Number
    4. Case
  - Uses
    1. To take the place of a noun
    2. To relate a subordinate clause to its antecedent

- Adjectives
  - Kinds
    1. Quantitative
    2. Qualitative
    3. Demonstrative
  - Inflections
    1. Positive
    2. Comparative
    3. Superlative
  - Position
    1. Attributive
    2. Predicative
  - Use — To modify nouns, pronouns

- Adverbs
  - Kinds
    1. Time
    2. Place
    3. Manner
    4. Degree
  - Inflections
    1. Positive
    2. Comparative
    3. Superlative
  - Use
    - To modify
      - verbs
      - adjectives
      - adverbs


Verbs
Kinds
Notional
Transitive
Intransitive
Copula
Auxiliary
Old
New
Conjugations
Inflections
Voice
Active
Passive
Mood
Indicative
Imperative
Subjunctive
Tense
Present
Past
Future
+
Indefinite
Imperfect
Perfect
Person
Number
Same as Subject
Use
Predicate of Sentence
Verb Forms
Infinitive
Gerund
Participle

- **Conjunctions**
  - **Kinds**
    - **1. Coordinate**
      - *a.* Simple: **both, and, or, but** etc.
      - *b.* Double
        - **either—or**
        - **neither—nor**
        - **but—also**
        - **etc.**
    - 2. Subordinate
      - *a.* Simple: **if, after, unless, until, because, when,** etc.
      - *b.* Phrasal: **as far as, as soon as, as if,** etc.
  - **Form** — No change in form
  - **Uses**
    - 1. Coordinate — Used to connect words, phrases, or clauses of equal rank
    - 2. Subordinate — Used to connect subordinate clauses with principal clauses

- Prepositions
  - Kinds
    1. Simple: on, in, with
    2. Phrasal: on account of, for the sake of
  - Form: No change in form
  - Use: To show the relation between nouns and pronouns and some preceding words in sentences, usually forming phrases

GENERAL REVIEW TESTS

I.

1. Classify sentences and give an example of each kind.

2. (*a*) Define the term *noun*. (*b*) Into what classes are nouns divided? Distinguish them and give illustrations.

3. Give five nouns with double plurals, giving the distinctions in meaning.

4. Write the plurals of: lady, chimney, Nancy, soliloquy, index, genius.

5. Analyze clausally and in detail and parse the italicized words:

The book *for which* you *wrote* is out of print.

6. Correct, giving reasons:

(*a*) I often lay down of a morning.

(*b*) Was it him?

(*c*) Being very hungry, the hotel was a very welcome refuge to the party.

II.

1. Define inflection. State the inflections of each part of speech.

2. Define the terms "transitive" and "intransitive" as applied to verbs. Illustrate.

3. Describe, giving examples, the various ways of indicating the plural number of nouns.

4. Write the plural of: topaz, solo, man-servant, echo, beef, Mary.

5. Analyze clausally and in detail the following sentence and parse the italicized words:

They said *that* the man *knew nothing* about it *when* he wrote.

6. Correct, giving reasons:

(*a*) It is me.

(*b*) I love you more than him.

(*c*) I don't like those sort of people.

III.

1. Write the plurals of: spoonful, mother-in-law, turnkey, court-martial, roof, looker-on.

2. Write the possessive case of: child, feet, Burns, conscience, King, Kings.

3. Name the various ways of indicating gender in nouns. Illustrate.

4. Give the feminine of: lad, Jew, stag, prince, abbot, man-servant.

5. Analyze clausally and in detail and parse the italicized words:

Love *had* he *found* in huts *where poor* men lie.

6. Correct, giving reasons

(*a*) A feeble, harsh, or obscure style are serious faults.

(*b*) Homer as well as Vergil were read.

(*c*) I seen them pass this way.

IV.

1. What is meant by the *case* of a noun?

To what extent is inflection used to indicate case-relation in nouns?

2. Write the plurals of: stratum, iron, beau, crisis, radius, die.

3. Write the possessive case of: boys, princess, princesses, Wednesday, St. James, Moses.

4. Give the feminine of: hero, bachelor, earl, monk, nephew, and lord.

5. Analyze in detail and parse the italicized words:

Coming to the river, they asked a wood-chopper the way *to* the ford.

6. Correct, giving reasons:

(*a*) I will be drowned: nobody shall help me.

(*b*) They attacked the Duke's house, whom they put to death.

(*c*) Each of them were ready to die.

V.

1. What are compound personal pronouns? Give their uses with examples.

2. What is a relative pronoun? Name them and use them in sentences.

3. Explain, with examples, the different methods of comparing adjectives.

4. Compare dry, complete, old, unhappy, near, late.

5. Analyze clausally and parse the italicized words:

It is reported *in* town that he *has bought* Mr. Brown's farm.

6. Correct, giving reasons:

(*a*) Neither he nor I are expected.

(*b*) Do you know who you are speaking to?

(*c*) He said that he will soon be back.

VI.

1. What is a pronoun? Give the classes of pronouns with examples of each.

2. Name the main indefinite pronouns.

3. Classify, with examples, adjectives.

4. Define a verb. How far are we justified in regarding the verb as the most important of the parts of speech?

5. Analyze clausally and parse the italicized words:

That he *will pass* his examination with honors is *certain.*

6. Correct, giving reasons:

(*a*) No sound but their own voices were heard.

(*b*) He won't go, I don't believe.

(*c*) Being early killed, I sent a party in search of his mangled body.

VII.

1. Distinguish between old and new verbs. Give three examples of each.

2. What is meant by conjugation?

3. Give three examples of verbs that can be used both transitively and intransitively.

4. Explain and illustrate the main uses of *shall* and *will*.

5. Analyze clausally and parse the italicized words:

He lost *his* wife while he was *Governor* of Jamaica.

6. Correct, giving reasons:

(*a*) The chair cost ten dollars on which he sat.

(*b*) He was only allowed to eat bread and butter.

(*c*) Let you and I the battle try.

VIII.

1. Name the verb-forms and distinguish them, using examples.

2. Give the principal parts of the following verbs; bring, fight, go, read, hang, beseech.

3. Name two verbs, using them in sentences, that can be used both as auxiliaries and as notional verbs.

4. For what are verbs inflected? Illustrate in sentences.

5. Analyze in detail and parse the italicized words:

Afraid of the consequences *of* further delay, the general *gave* orders for an *immediate* advance.

6. Correct, giving reasons:

(*a*) Neither you or me are invited.

(*b*) After lunch we sung the latest songs.

(*c*) As I done that, he looks at John and says "Ain't he clever?"

IX.

1. What is an infinitive? Give, with examples, its main uses.

2. What is a participle? Name the two kinds. Illustrate their uses.

3. Define tense. Give examples of these tenses: past perfect, present indefinite, future imperfect.

4. Give verbs corresponding to the following words: liquids, glory, standard, quality.

5. Analyze clausally and parse the italicized words:

The boy *says* that he is ill.

6. Correct, giving reasons:

(*a*) I think it's wing is broken.

(*b*) They must look out for theirselves.

(*c*) You are pale. Don't you feel good this morning?

X.

1. Give the principal parts of: teach, hide, do, flow, flee, fly.

2. What is a gerund? Give, with examples, its chief uses.

3. Give the verbs corresponding to these words: white, gold, wide, system.

4. What is an adverb? Give, with examples, the different classes of adverbs.

5. Analyze clausally and parse the italicized words:

He *declared* that the best of them *and* the worst of them were the prey of accidents.

6. Correct, giving reasons:

(*a*) He expressed his willingness to die repeatedly.

(*b*) He may of done it.

(*c*) It was all shook to pieces.

XI.

1. For what are adverbs sometimes inflected? Give examples.

2. What is a preposition? Give three examples used in sentences.

3. Define a conjunction. How are they usually classified? Give examples of each class.

4. What is an interjection? Give three examples.

5. Analyze clausally and parse the italicized words:
Pleasant it was *when* the woods were green.

6. Correct, giving reasons:
(*a*) I done the best I could.
(*b*) Who shall I give it to?
(*c*) Where are you going to?

XII.

1. What is a pronoun? Give the classes, with examples of each.

2. Distinguish between *who* and *what*, *ye* and *you*, *thy* and *thine*, *me* and *myself*.

3. Use *this*, *that*, *these*, and *those* in sentences as 1. adjectives, 2. demonstrative pronouns.

4. Parse the pronouns in:

1. You yourself are much condemn'd.
2. Who would fill a coward's grave?
3. He prayeth best who loveth best
All things, both great and small.

XIII.

Write the plurals of *mouse*, *lily*, *gas*, *genius*, *Mr. Jones*, *penny*, *Miss Thomas*, *buoy*, *spoonful*, *beef*.

2. Define case. For what cases are nouns inflected? Compare with the pronoun.

3. Write in the possessive form: 1. The bark of a dog. 2. The twitter of the swallows. 3. The books of John. 4. The studies of James. 5. The scissors of Miss Cissy Moses. 6. The cries of the babies. 7. The sake of my conscience.

4. Parse the nouns in: 1. The king's baker dreamed a dream. 2. Joan seemed a holy woman. 3. Old Kaspar's work was done.

XIV.

1. Give the chief ways of forming plurals in nouns.

2. Write the plurals of: *child, chief, calf, Dutchman, German, week, commander-in-chief, index, boot, foot.*

3. Distinguish between *pease* and *peas, brothers* and *brethren, dies* and *dice, cloths* and *clothes.*

4. Give the detailed analysis of:

From the mountain-path came a joyous sound of some person whistling.

XV.

1. How are nouns classified? What is a collective noun? Give examples.

2. Define gender. Give the different ways in which gender in nouns is indicated.

3. Write the masculine of: *spinster, bride, lass, vixen.*

4. Write the feminine of: *widower, marquis, friar, nephew.*

5. Parse the italicized words in: Life *without* industry is *guilt, and* industry without art is brutality.

XVI.

1. Define an adjective and give the classification. Illustrate.

2. For what are adjectives inflected? What are the different ways of indicating this? Give examples.

3. Compare where possible: *stout, thin, marvelous, calm, shy, lady-like, gentlemanly, dead, near, prim, full, clayey.*

4. Give the positive of: *next, more, last, first, better, least.*

5. Parse the adjectives in :—

1. Blazing London seemed a second Troy. 2. The more difficult ones were left for another lesson. 3. Yonder boy is a false-hearted fellow.

XVII.

1. Classify verbs, giving an example of each class.

2. What is an auxiliary? Name the auxiliaries. Why do we require auxiliaries? Write sentences using the different auxiliaries.

3. What is voice? Illustrate. What are the only verbs that can be in the passive voice? Why?

4. How is the passive voice formed?

5. Parse the verbs in:

1. The gardener will fell the tree and lay out the borders. 2. Some of the children fly kites, others swim boats. 3. You are fighting a shadow.

XVIII.

1. Classify adverbs.

2. Parse the adverbs and adjectives in;

A very inquisitive child once saucily asked of an exceedingly needy-looking man, "Where do you most generally dine?" Immediately the all but actually starving man replied somewhat sadly, though quite smartly withal, "Near anything I may get to eat."

3. Name with examples the different classes of conjunctions.

4. Define the noun in apposition. Write three examples.

XIX.

1. Name the three so-called verb-forms. How do they differ from verbs? How resemble verbs? Illustrate.

2. Give the points of resemblance and difference between the infinitive and the gerund, between each of these and the participle.

3. Illustrate the main uses of the infinitive, the gerund, and the participle.

4. Parse the verb-forms in:

1. Giving is better than receiving. 2. He went to see the man. 3. Coming by the house this morning, I saw John at work. 4. To read books is his chief delight.

XX.

1. Analyze in detail the following;

1. Cowards fear themselves. 2. He appears earnest. 3. Swimming teaches self-reliance. 4. Learn to labor and to wait. 5. George told his father the truth. 6. The child brought the invalid a bouquet. 7. The little girl sat under the tree. 8. Sweetly sing soft songs to me. 9. In a whisper she gave them the order. 10. They filled the garden quickly and completely. 11. The old man walks with two sticks. 12. Then came the Autumn all in yellow clad.

XXI.

1. How does a compound sentence differ from a simple? How from a complex? Write two examples of each.

2. Expand the adjectives in the following into phrases.

1. A ragged man went down the road.

2. He saw a needy man.

3. We passed a brick house.

4. A very high mountain appeared to our left.

3. Expand the adverbs in the following into phrases:

1. The soldiers rested there.
2. Come quickly.
3. He came to town hastily.
4. Joyfully did we reach the town.

XXII.

1. Name with examples the different kinds of subordinate clauses.

2. Expand the adjectives into clauses:

1. Empty vessels make the most noise.
2. The tired man lay down to rest.
3. Small strokes fell great oaks.
4. The kitchen clock is being repaired.

3. Expand the adverbs into clauses:

1. He writes legibly.
2. The man behaved shamefully.
3. The boy faces his difficulties bravely.
4. Silently the Indian warrior passed.

XXIII.

1. Parse each word in the following:
He needs strong arms who swims against the tide.

2. Give the plural of the following pronouns: *mine, me, thine, she, him, my, herself, whatever, myself, itself.*

3. Give the principal parts of creep, peep, teach, reach, pay, play, flay, read, lead, tread.

4. Use the following in sentences as nouns and as verbs: iron, silver, plow, harrow, telegraph, eye.

XXIV.

1. When James was going *home yesterday* evening he lost the note *which* his teacher had given *him* to take to his mother. He told her that he thought he knew *where* he had dropped it. She *sent* him back *to try to find* it.

(*a*) Write in full each dependent clause in the above, and give its kind and relation.

(*b*) Parse the italicized words.

2. Tell the kind and fully analyse each of the following sentences:

(*a*) Five times outlawed had he been
By England's King and Scotland's Queen.

(*b*) O'er our heads the weeping willow streamed its branches,
Arching like a fountain shower.

3. Write out:

(*a*) the plurals of *who, piano, attorney, brother;*

(*b*) the other degrees of comparison of *wooden, next, cruel, most;*

(*c*) the past perfect, indicative, third singular of *love, drink, write.*

4. Write a sentence or sentences using:

(*a*) *early* as an adjective in the comparative degree.

(*b*) *late* as an adverb in the superlative degree.

(*c*) *take* as a verb in the indicative, 1st plural, past indefinite tense, passive voice.

XXV.

1. Compare the following adjectives: Far, much, good, beautiful, careful.

Give the plural of the following nouns: City, calf, oasis, bean, canto, knife.

Form nouns from the following words: Long, just, bond, honest.

2. What is a sentence? Explain fully how sentences are classified. Give an example of each class.

3. Explain fully:

(*a*) The different kinds of phrases;

(*b*) The different kinds of clauses.

Construct sentences to illustrate your answer.

4. In *another hour* the gates of St. John and St. Louis emptied *out* upon *this* battlefield a *warring flood* of our foes.

I breathed freely *when* it *stopped.*

Analyze fully the above sentences. Parse the words printed in italics.

5. Punctuate the following extract: Once a rock broke loose and came tumbling down but plunged into a thicket where it stayed else it might have done for us entirely I breathed freely when it stopped once too a branch cracked loudly and we lay still but hearing nothing above we pushed on and sweating greatly came close to the top.

XXVI.

1. Illustrate the various ways by which the subject of a sentence may be enlarged.

2. Parse the nouns in the following:

Brevity is the *soul* of *wit.* They that die by *famine* die by *inches.* The *length* of the *journey* and the *difficulty* of the *road* over the *mountains discouraged* the *soldiers*, though the general *spirit* of the *army remained excellent.*

3. What do you understand by inflection? Mention as many inflections as you can of the following words: Man, run, see, dark, they, he, who.

4. Fill the following blanks with "shall" or "will" as the sense requires:

I ..... expect you to-morrow.
I ..... send you the book as soon as possible.
..... I send you the book to-morrow?
He ..... be at home this evening.

5. Construct sentences containing (*a*) the past tense, (*b*) the perfect participle with has or have, of each of the following verbs: Teach, see, eat, lie (to recline), break, do, write, begin.

XXVII.

1. Write two assertive, two interrogative, and two imperative sentences.

2. Write a sentence in which the subject is modified by an adjective, another in which it is modified by an adjective phrase, and a third in which it is modified by an adjective clause.

3. Analyze:

The *young mother pressed fondly her babe to* her *breast,*
And sang a sweet song *as* she rocked *it* to rest.

4. Parse the words in italics in No. 3.

5. Write the plural forms of: ally, alley, radius, waif, phenomenon, crisis, wave, muff.

6. Write the past tense and perfect participle of the following verbs: beat, sing, bleed, quit, seek, forsake, hew, saw, lie, sit.

7. Write out the comparative and superlative degrees of the following adjectives: strong, English, competent, ill, many, far.

XXVIII.

1. (*a*) To me the *meanest* flower *that* blows can *give thoughts* that do often lie too deep for tears.

(*b*) The burning sun of Syria had not yet attained its highest point in the horizon *when* a knight who had left *his* distant home *was pacing slowly along* the sandy deserts near the Dead Sea.

(1) Classify the above sentences (i) according to form, (ii) according to composition. Give your reasons for the classification you make.

(2) Select the clauses and phrases, telling the kind of each and what each modifies or limits.

(3) Analyze in detail the first sentence.

(4) Parse the words in italics.

2. Define:—Mood, case, subordinate conjunction, personal pronoun.

3. Classify verbs. Give an example of each.

XXIX.

1. (*a*) The *stag* at eve had drunk his *fill*
Where *danced* the moon *on Monan's* hill.

(*b*) When the General saw the force *that* was opposed to *him, he knew that* he must in the end lose the battle.

(1) Write out the principal clauses in the above, giving subject, predicate, and modifiers in each case.

(2) Write out the subordinate clauses, giving kind, subject and predicate and showing what each clause modifies.

(3) Parse the words in italics.

2. Define and give an example of each:

(*a*) Noun in apposition, (*b*) passive voice, (*c*) relative pronoun, (*d*) transitive verb.

3. (*a*) Fill each blank with the proper form of "lie" or "lay":

(1) The cap will.....on the desk.
(2) He will.....his cap on the desk.
(3) He should.....down for an hour.
(4) After he had.....down he became ill.

(*b*) Use proper form of verb "see."
(1) He.....you do it yesterday.
(2) They have.....the man.

(*c*) Use proper forms of "raise" or "rise."
(1) He has been granted a.....in salary.
(2) The landlord will.....the rent.

INDEX

(The numerals refer to pages)

a, and an, 119.
Active voice, 141.
Adjectives, explained, 37; classified, 118, 119; comparison, 122-125; comparative and superlative, 124, 125; attributive and predicative use, 120; parsing of, 125, 126.
Adverbs explained, 41; classified, 127; comparison, 129; parsing, 130.
Analysis, 15, 70.
Antecedent, 98.
Apostrophe, 84, 89, 90.
Apposition, 91.
Articles, 119.
'As" relative pronoun, 99.
Assertive sentence, 68.
Attributive use of adjectives, 120.
Auxiliary verbs, 134, 137-139.
Bare subject, 4.
"Be," copula, 137; conjugation, 149; as auxiliary, 148, 152, 154.
Capitalization, rules of, 185.
Case, explained, 88; forms, 88; possessive, 89, 90.
Clause, explained, 57; adjective, 59, 60; adverb, 60, 62; noun, 60, 64; principal, 58.
Clausal analysis, 70-72.
Colon, uses of, 182.
Collective nouns, 79.
Comma, 181, 182.
Comparison of adjectives, 122-125.
Comparison of adverbs, 129.
Complement, 13, 14, 137.
Complex sentence, 60.
Compound sentence, 58.
Compound personal pronoun, 97; two uses, 97.
Conjugation of verb, "praise", 198-207.
Conjugation, 140, 141, 147-154.
Conjunctions explained, 44; classes, 172; coordinate, 172; subordinate, 173.
Copula verbs, 134, 137.
Dangling participle, 170.
Dash, 183.
Demonstrative adjective, 119.
Demonstrative pronouns, 113.
Detailed analysis, 15-17.
Exclamation point, 183.
Exclamatory sentence, 68.
Foreign plurals, 83, 84, 186, 187.
Gender explained, 85; masculine, 85; feminine, 85; neuter, 85; common, 85; unusual forms, 187, 188.
Hyphen, 184.
Have, as auxiliary of perfect tense, 150-153.
He, inflections of, 108.
Himself, 97.
I, personal pronoun, 95; inflection, 104; possessive, 105.
Imperative mood, 144.
Indefinite pronoun, 102.
Infinitive, 162.
Inflection explained, 80.
Interjection, 48.
Interrogation point, 131, 183.
Interrogative pronoun 106.
Interrogative sentences, 68.
Indicative mood, 144.
Intransitive verbs, 135.
Irregular comparison: of adjectives, 124, 189; of adverbs, 190.
Its, 108.
Modifiers, 7, 8; of subject, 8; of predicate, 9; of object, 10.
Mood explained, 143-145; indicative, 144; subjunctive, 144; imperative, 144.
Negative adverbs, 128.
Nominative Case; of nouns, 87; of pronouns, 104-111.
Nouns, 25-27; 78-92; explained, 27; classes, 78-80; inflection, 80-91; case, 87-91; gender, 85-87; 187, 188; number, 82-5; 186, 187; clauses, 64-67; parsing of, 93.
Number in nouns, 82-85; In pronouns, 104-111; in verbs, 157; agreement in, 157.
Object explained, 5, 6; modifiers of, 10; of prepositions, 175; distinguished from complement, 14; of gerund, 165; of infinitive, 163; of participle, 167.
Objective case in nouns, 87; in pronouns, 104-111.
Order of words, 17, 18, 36.
Outline summaries, 208 215.
Parentheses, 183.
Parsing explained, 92; of noun, 93; of pronoun, 114; of verb, 159; of adjective, 125; of adverb, 130; of preposition, 175; of conjunction, 175; of infinitives, gerunds, and participles, 170.

Participle explained, 167-170;
uses, 167;
unrelated or "dangling", 170.
Parts of speech, 25-52;
depends on use, 30, 100, 101.
Passive, 142.
Perfect, 150.
Period, 181.
Person,
in nouns, 104-111;
in verbs, 156;
agreement, 157.
Personal pronouns, 95-97.
Perfect progressive, 152.
Phrases explained, 11, 12;
compared with clauses, 57;
compared with sentences, 12, 55;
adverb, 42;
adjective, 42;
verb, 138.
Place of subject and predicate, 17, 18.
Possessive case,
of nouns, 87;
of pronouns, 104-111.
"Praise," conjugation of, 198-208.
Predicate explained, 4;
bare, 4;
complete, 4;
compound predicate, 55;
modifiers of, 9.
Predicative use of adjectives, 120.
Prepositions, 46-48, 175, 176;
explained, 46;
object, 88;
parsing of, 175.
Principal clauses, 57, 58.
Principal parts, 139, 140.
Pronouns, 31-34; 94-114;
explained, 33;
classes, 94;
personal, 95;
compound personal, 97;
relative, 98;
interrogative, 100;
demonstrative, 101;
indefinite, 102;
older forms, 107;
inflections of, 104-114;
parsing of, 114.
Punctuation, 181-184.
Quotation marks, 183.
Quoted clauses, 60.
Qualitative adjectives, 119.
Quantitative adjectives, 119.
Reflexive pronouns, 97.
Relative pronouns, 98-100.
Review tests, 215-232.
Semicolon, 182.
Sentence, 1-19;
explained, 1-3;
simple, 54, 55;
compound, 58, 59;
complex, 59, 60;
assertive, 68;
interrogative, 68;
imperative, 68;
exclamatory, 68;
incomplete, 18;
parts of, 1-17;
analysis, 15-17, 54-72;
detailed, 15-17;
clausal, 70-72.
Shall and will, 158, 159.
Subject explained, 4;
position of, 17;
bare, 4;
complete, 4;
modifiers of, 8;
grammatical, 92;
compound, 54, 55.
Subjunctive mood, 144, 145.
Subordinate clauses, 57, 58;
nature of, 58;
noun, 64-67;
adjective 60, 61;
adverb, 62-64.
Subordinate conjunctions, 172.
Summaries, 208-214.
Syntax, 177.
Tense, explained, 146-156;
present, 146;
past, 146;
future, 146;
conjugation of, 147-155.
Transitive, 135.
Verbs, 27-30, 133-161;
explained, 29;
classes, 133-139;
new and old conjugations, 140, 141, 191-197;
notional, 133-135;
auxiliary, 134-137;
copula, 134-137;
transitive, 135;
intransitive, 135;
principal parts, 139, 140;
agreement 159;
phrases, 138;
tense, 146-156;
mood, 143-145;
voice, 141-143;
person, 151;
number, 151;
parsing of, 159, 160.
Verb forms, 162-170;
infinitives, 162;
gerunds, 165;
participles, 167;
parsing of, 170.
Verb phrases, 138.
Voice, 141-143.
Words, grammatical values of, 30;
used either as nouns or verbs, 30;
as nouns or adjectives, 37;
as transitive or intransitive 136, 137;
as adjectives or pronouns, 122.